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ABSTRACT

Designed for use by high school students, their teachers, and counselors, these six learning modules contain creative materials to encourage individuals to think about their own talents, skills, interests, and capacities for job creation. Each module consists of student worksheets and teacher guides. Covered in the first five modules are the following topics: (1) identifying personal skills and their relationship to job creation; (2) identifying job creation opportunities in the community; (3) planning and organizing in job creation; (4) elements of job creation, including involvement, community, risk-taking, accomplishing, and task performance; and (5) assessing oneself and one's readiness for involvement in entrepreneurship as well as starting and developing new ideas. The sixth module (complementing the first five) consists of an audio cassette script, which includes the words to 11 songs as well as worksheets for teachers and students. (MN)

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ED213954

**JOB CREATION:
CREATIVE MATERIALS
ACTIVITIES &
STRATEGIES FOR
THE CLASSROOM**

**ILLINOIS
STATE BOARD
OF EDUCATION**

**DEPARTMENT
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VOCATIONAL AND
TECHNICAL
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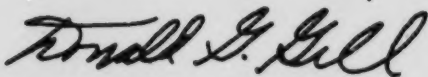
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FOREWORD

The Illinois State Board of Education is pleased to make available "Job Creation: Creative Materials, Activities, and Strategies for the Classroom." These materials reflect our interest in helping youths and adults to recognize the importance of work and ways in which they can contribute as productive members of society.

The Job Creation curriculum materials represent another step in emphasizing individual initiative, creativity, and productivity and focus on the ability to initiate new ideas, new jobs, and become entrepreneurs. The materials are of significance in their immediate classroom learning application for teachers and students. The six modules of creative materials encourage individuals to think about their own talents, skills, interests, and capacities for productive involvement as persons participating in work. The job creation materials are designed for high school students, their teachers, and for counselors. Hundreds of students and teachers have already used these materials with good results.

Job creation represents an obvious trend in vocational education, a trend toward striking a legitimate balance between the human development and economic development emphasis of a program designed to train youths and adults for the world of work. The numbers of individuals choosing to enter their own businesses, choosing to seek new possibilities in employment now and for future years, clearly points to the need to introduce, support, and implement such concepts in the vocational education program.



Dr. Donald G. Gill
State Superintendent of Education

ACKNOWLEDGEMENTS

The Project staff wishes to express its heartfelt gratitude to the many individuals who shared their insights, expertise and support of the initiating, developing and implementing of these six modules of creative materials. These materials reflect the responses of an advisory board from city, suburban and rural schools, as well as an appraisal from hundreds of students who tested these materials and provided valuable insights as to their realism, originality, and application to the classroom.

A creative component of the materials is the inclusion of an audio cassette of eleven songs especially composed for the materials, to share through music and lyrics the basic priorities of Job Creation, to help make these more alive and exciting to students and teachers who use the materials. We are grateful to two individuals for their leadership in this area: Rebecca Shepherd and Douglas Day. All the musicians and composers involved in this module are listed in Module VI.

For typing, proofreading, correcting and coordinating of materials for the revisions and reproductions of the six modules, Miss Virginia Pettit, secretary for the Job Creation Project, receives our immense thanks; her assistance has been invaluable.

The cover's art work has been designed to express the priorities of Job Creation in its emphasis on creative, original approaches to work and involvement in productive activity. The choice of colors and art symbols typifies the project's tone of originality and creative possibilities. We are grateful to Training Consultants, Incorporated and Nateghi Design Group for their designing inventiveness.

The response of Chicago Public Schools, because of Harry Tobin, Director, Bureau of Practical Arts, Chicago Board of Education, has been important to Job Creation. Harry Tobin's indefatigable enthusiasm and perspectives have enabled us to test the materials with hundreds of students, as well as share these materials with coordinators representing the areas of vocational education and career education. His encouragement and perception have expanded our vision as to the role and contribution of Job Creation materials and priorities. Teacher Paul Reibman was most supportive and offered keen insights.

Joan Franklin Smutny
Project Director

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Advisory Board

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Module IV Taking steps: involvement, communication, risk-taking, accomplishing, and task performance.

Module V Evaluation and assessment: assessing one's self and one's readiness for involvement in entrepreneurship, initiating and developing new ideas.

Module VI Audio cassette of music and songs with worksheets for teachers and students. A 37 minute cassette containing eleven songs especially written for Job Creation by professional musicians to support the first five modules of materials.

Conclusion

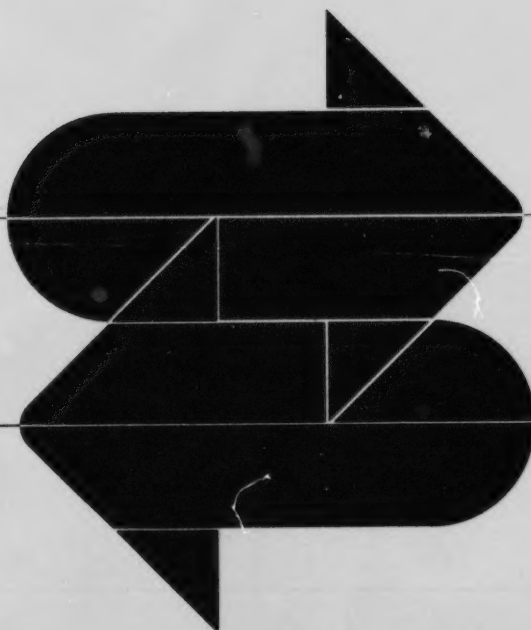


**Job
Creation**

**Illinois
State Board of
Education**

Adult,
Vocational and
Technical Education

INTRODUCTION



INTRODUCTION

JOB CREATION: CREATIVE MATERIALS, ACTIVITIES & STRATEGIES FOR THE CLASSROOM consists of six modules of materials designed to motivate students and teachers to examine the immediacy, practicality, and applicability of the three dimensions of Job Creation--entrepreneurship, new ideas in a job, and creating a new job.

The materials are designed to encourage students to see their own talents and skills; to understand new dimensions and definitions of work; to consider creative and original possibilities for employment; and to assess personal and professional achievement.

Background

The economic development of our country in its earliest stages was a story of entrepreneurship; of creative individuals who originated new ideas and activities as a response to the needs of a new country and the people who settled in it. The first century of our country's history pointed to farms, small businesses, and pioneering of new ideas to meet the external challenges and demands. As the years ensued, the number of entrepreneurs grew and became essential in the development of our country's economic and social productivity, involving thousands of individuals who settled, established and expanded this country's resources. Job creation in the 1980's is a kind of reinstatement of some of the early premises of our country's economic beliefs and tangible growth. These materials are a contemporary communication to students in terms of their individual role, purpose and involvement in the present economic and social development of this country.

Need

"This is what we need! Ten years ago I wouldn't have said this, but I do now. We can use this kind of material in the field. We need to focus on creative ideas to get our kids to think in creative terms about jobs, to think about starting their own business or bringing new ideas to their work. They don't have to feel they are doing, or have to do, the same thing in the same way."

This was a response made by Harry Tobin, Director of the Bureau of Practical Arts, Vocational Education Department, Chicago Board of Education, to the Job Creation materials. His comments were representative of teachers and students alike as the Job Creation modules were distributed for field-testing among hundreds of students from diversified school populations.

Students have often become accustomed to think of work as an employer/employee relationship and may not be aware of the great numbers of people involved in entrepreneurship; in the design of new ideas, projects, activities, programs and businesses as a response to assessing accurately the needs of a country's people, communities, and varying populations.

Many counselors and teachers have been accustomed to defining work in traditional functions, in traditional employer/employee settings and relationships. Clearly economic conditions of this country and the tremendous numbers of new businesses and of industrial and technological development, have evidenced entrepreneurship in action. High school students need to discern and understand realistically and knowledgeably the role of the entrepreneur, the opportunities to create and design new ideas and activities as a realistic appraisal of our end-of-the-20th century renaissance of ideas and experimentation, of new careers and occupations and their future possibilities!

One member of the project's advisory board, Clarence Starling, chose a high school senior to teach many of the Job Creation modules; the students responded enthusiastically. The junior and senior students liked the implications of Job Creation materials: the demands upon the student to create, design, and initiate ideas in new ways. They had a thoughtful and vigorous exchange of ideas and felt that "Job Creation is here to stay!"

Overview of Project

Job Creation consists of six modules, each one focusing on major topics which reflect basic priorities and definitions.

Module I Identifying personal skills and their relationship to Job Creation. Two major components:

- 1) Where do I start?
- 2) You are not alone.

Module II Identifying Job Creation opportunities in the community. Two major components:

- 1) Its character and needs.
- 2) Your community and its skills.

Module III Planning and organizing in Job Creation: selecting goals, determining directions, and organizing and taking a course of action. Two major components:

- 1) Goals.
- 2) Planning.

Module IV Taking steps of Job Creation: involvement, communicating, risk-taking, accomplishing, task performance. Three major components:

- 1) Getting what you want: innovation and resources.
- 2) Initiating new ideas and a new job.
- 3) Entrepreneurship.

Module V Evaluation and assessment: assessing one's self and one's readiness for involvement in entrepreneurship, starting and developing new ideas. Three major points for evaluation:

- 1) Readiness evaluation.
- 2) Are you a Job Creator?
- 3) Topic familiarity evaluation.

Module VI Audio cassette of music: eleven songs. Worksheets for teachers and students to complement the first five modules of materials.

Job Creation, because of its premises of creativity and originality, demands creative materials and activities. Each of the

modules consists of original student worksheets and teacher guides which will encourage students to think about themselves in relation to creating jobs, to new ideas in jobs, and to trying out these ideas in practical employment settings. Worksheets include checklists, inventories, assessments, case histories, mini-biographies, and other techniques and strategies to encourage a thinking, sharing, evaluating response from students. Problem-solving, creative thinking and decision-making comprise some of the approaches to examining new job possibilities and entrepreneurship.

We want the students to think in new ways about the world of employment and their involvement in it. Originating and developing new ideas in everyday experiences in the work world can become a natural way of looking at things. We wish to affirm and support this attitude and its translation into practical work experiences.

Purposes, Function and Use of Materials

JOB CREATION: CREATIVE MATERIALS, ACTIVITIES & STRATEGIES FOR THE CLASSROOM, consists of six modules of student worksheets and teacher guides with accompanying music and worksheets designed to motivate, inform and communicate major concepts of Job Creation to students and teachers.

The materials offer a baseline for trying out activities with diversified students in various settings. They allow for maximum flexibility of use and application. They are designed to serve individuals of all abilities, aptitudes, interests, and backgrounds.

The Job Creation materials are premised on thinking/learning strategies; they encourage teacher and student involvement in the activities and materials. The six modules of activities can be used in large groups, small groups, or as individualized instruction.

Each module includes basic ideas applicable to all areas of vocational and career education. The challenges and problems stated and discussed in Job Creation activities and exercises offer many commonalities. Examples from the mini-biographies, case histories, role-playing, multiple-choice questions, draw upon all areas of vocational education. Coordinators, vocational and career education teachers and all teachers who are involved with assessing and meeting employment needs of their students, as well as teachers in many disciplines, can use these materials.

The six modules, because of their flexibility, can be adapted to the needs of a school or an educational setting operating on either a standard or a modular schedule. Most Job Creation student worksheets and activities can be completed in one 40-minute class session. Student worksheets can be completed in groups or individually; in writing and/or discussion.

Basically, the six modules may be used along with or may supplement other materials taught in vocational and career education classes. Because many of the worksheets are primarily self-instructional, they lend themselves to classroom settings and learning situations where only a minimal amount of instructional assistance may be available. Teachers will notice that the modules can be used consecutively or independently. Modules can comprise a part or a whole of a semester. The materials are designed to support and underline basic themes and learning strategies applicable to classes in vocational, career, and economic education, as well as to other high school subject areas.

Student Learning Involvement

The Job Creation materials are designed to encourage the students to look objectively at themselves, their own talents, interests, skills, and needs. Through a variety of formats offered by each worksheet, students are asked to relate their own personal readiness for the various employment settings to the ideas of job creation. Self-examination and self-knowledge can naturally lead to a perceptive examination of employment opportunities. Personal attitudes and insights are inherent in such an examination and involvement of employment of skills, talents, interests, and abilities in the job market. Module I focuses on these concepts.

In Module II students are asked to look at their own environment through a consideration of job oppppportunities in their own community as related to entrepreneurship, new ideas and new jobs.

Module III presents planning, goals, and directions as an essential part of the students' participation in working while they are students, or while considering future career possibilities. Students need not have a job to benefit from the activities or to identify with the concepts and examine their response to them.

Module IV asks students to project themselves even further in their involvement in starting a new job or business, or in initiating new ideas. This module asks the students to partici-

pate through mini-biographies and case histories, each of which is based on actual occurrences, settings and problems in the lives of young people and individuals who are entrepreneurs and idea-initiators.

Module V focuses on self-evaluation and assessment of insights gained from student participation in the first four modules. Assessment is an essential part of personal growth. Job creation asks for a continuum of student growth through participation in worksheet activities.

Each student worksheet is open-ended and encourages investigation beyond the printed page. Students can be evaluated on their responses to the worksheets as well as on discussion involvement in the classroom. Worksheets encourage student initiative and examination of other dimensions and implications set forth by worksheets and new activities given in the teacher guides. Students can work individually, or as a member of a group or team. Student worksheets naturally encourage discussion, and class contribution can be easily measured.

Role of Music

Creativity in format as well as content is an integral part of the Job Creation materials. Module VI consists of eleven songs especially composed to support Job Creation concepts; to encourage and support student motivation, interests and attitudes; and to evoke a thinking response to the materials and the ideas.

The audio cassette contains the eleven songs of diversified musical styles: each song is preceded by an introduction spoken by a male or female, to offer a preface to the song's content and message. The cassette may be used with large groups, small groups, or on an individual basis. There are six songs on the first side, and five on the second. Total playing time for both sides is 37 minutes.

The music offers a variety of styles: folk, country western, rock and popular. A variety of instruments is used; solos offer both male and female voices. The intent of the audio cassette is not to detract but rather to offer an essential component to complement the five modules wherein the students are asked to react to the songs' implications, projections, and applications of Job Creation.

* * * * *

Perspective

The Job Creation materials are predicated on encouraging originality, initiative, and experimentation without penalty. Practical application of Job Creation ideas and techniques runs through the student worksheets and teacher guides. We want students to think about themselves and their employment. We want to break through stereotypes about careers and jobs; to encourage freedom from habitual repetitive reactions to self, to others, and to the world of employment. Thinking, questioning, sharing, and assessing are inherent in the Job Creation philosophy and expression. The six modules offer a strong catalyst to student growth, interests, motivation, and progress.

★ ★ ★ ★ ★

ILLINOIS STATE BOARD OF EDUCATION

Department of Adult, Vocational and Technical Education
Research and Development Section

Product Abstract

1. Title of material "Job Creation: Creative Materials, Activities, & Strategies For The Classroom"

2. Date material was completed February, 1982

3. Please check one: New material ☒ Revised material ☐

4. Originating agency Department of Adult, Vocational & Technical Education

Address 100 N. 1st Street, Springfield, Ill. 62777

5. Name(s) of developer(s) Joan Franklin Smutny - Staff - Harry Crane, Cheri Roush

Address National College of Education, 2840 Sheridan Road, Evanston, Illinois, Zip Code 60201

6. Developed pursuant to Contract Number R-31-32-D-0513-322

7. Subject Matter (Check only one according to USOE CODE):

USOE Code

☒ 01 Agricultural Education	☒ 10 Industrial Art Education
☒ 03 Business and Office Education	☒ 16 Technical Education
☒ 04 Distributive Education	☒ 17 Trade & Industrial Education
☒ 07 Health Occupations Education	☒ 22 Cooperative Education
☒ 09 Home Economics Education	☒ Career Education
	Other (Specify) _____

8. Education Level:

☐ Pre-K Thru 6	☐ 7-8	☐ 9-10	☒ 11-12
☒ Post-Secondary	☐ Adult	☐ Teacher (Pre-service)	
☐ Administrator (Pre-service)		☐ Other (Specify) _____	

9. Intended for Use By:

☒ Student	☒ Classroom Teacher	☒ Local Administrator
☒ Teacher Educator	☒ Guidance Staff	☒ State Personnel

Other (Specify) _____

10. Student Type:

☒ Regular ☐ Disadvantaged ☐ Handicapped
☒ Teacher Educator ☐ Guidance Staff ☐ State Personnel
☐ Other (Specify) _____

11. Medium and Format of Materials:

☒ HARDCOPY ☐ VIDEOTAPE ☐ FILM ☐ MICROFICHE

No. of pages Approx. 270 ☐ Minutes ☐ Minutes ☐ B & W
☐ Paper bound ☐ B & W ☐ B & W ☐ Color
☒ Hard bond ☐ Color ☐ Color
☒ Loose-leaf ☐ Inches ☐ mm
Photos: Yes _____ No ☒
Diagrams: Yes _____ No ☒

☐ SLIDES ☐ FILMSTRIPS ☒ AUDIO ☐ OTHER
No. of frames _____ No of frames _____ Automatic synch _____ Specify: _____
_____ B & W ☐ B & W _____ Hz
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_____ Audio ☐ Audio _____ Reel
_____ Carousel provided ☒ Cassette
_____ Other packaging used _____ Cartridge
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Springfield, IL. 62777
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16. General Description

JOB CREATION: CREATIVE MATERIALS, ACTIVITIES AND STRATEGIES FOR THE CLASSROOM consists of a 3 ring notebook of 6 modules of student worksheets, teacher guides and a cassette of 11 songs designed to communicate 3 components of Job Creation to vocational education teachers and students: entrepreneurship, new ideas in a job, and a new job. The 6 modules are for classroom use; they can be used on a one-to-one basis, in small groups and in vocational education and career education classrooms.

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JOB CREATION MODULE I

Two Major Components:

1. WHERE DO I START?
2. YOU'RE NOT ALONE.

Student Worksheets & Teacher Guides

DIRECTOR

Joan Franklin Smutny

STAFF

Harry Crane
Cheri Roush
Rebecca Shepherd
Jane Artabasy
James Pressley

1982

WHERE DO I START?

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Worksheet No. 4	DEFINE YOUR DIRECTION (What kinds of work do I like?)
Worksheet No. 5	WHAT DO I VALUE IN A JOB? (What do I like about working?)
Worksheet No. 6	HOW DO YOU RATE THESE? (What can I do? What skills do I have?)
Worksheet No. 7	"SEW WHAT?" (So I've got skills . . . so what? What can I do with them?)

OBJECTIVES OF MODULE 1/COMPONENT 1

- . to examine personal interests, hobbies, skills, and abilities in the light of Job Creation.
- . to increase an individual sense of self worth.
- . to broaden personal and professional horizons.
- . to assess individual motivation for initiating new ideas in careers and in present working situations.
- . to increase individual capacities for initiating new ideas or methods in a new job, an old job, or a new business.

INTRODUCTION FOR STUDENTS

This is the first question that all would-be Job Creators ask. The answer is simple: start where you are. Start with yourself.

Ask yourself questions. Ask yourself, "What skills and talents do I have?" "How can these skills be developed?" Ask yourself, "What kind of a person am I?" "What kinds of work do I like?"

"What do I know about my own talents? Can my talents be expanded? Can I find some new ones? Am I sitting on a gold mine without knowing it?"

"How well motivated am I? Do I have untapped potential as a leader? Can I originate and initiate new ideas in my job?"

The following worksheets will help your students to answer these questions.

YOU AND YOUR PRESENT JOB (Where do I start?)

Before you can get anywhere else, you've got to know where you are right now. You've got to know what you have already accomplished and how you feel about it.

1. List all the jobs you've ever had:

_____	_____
_____	_____
_____	_____

2. Which of those jobs did you seek out, and which were offered to you?

_____	_____
_____	_____

3. Which of those jobs did you enjoy most?

_____	_____
-------	-------

4. List the skills needed for those jobs:

_____	_____
_____	_____

5. Why did you stop doing that/those jobs? (Check all that apply.)

- ☐ a) school became more important
- ☐ b) found other job(s) that paid more
- ☐ c) outgrew that/those jobs
- ☐ d) lack of transportation
- ☐ e) lack of opportunity to continue
- ☐ f) got bored

STUDENT WORKSHEET NO. 1

MODULE I/COMPONENT 1

- ☐ g) unable to meet demands
- ☐ h) unable to get along with boss
- ☐ i) unable to get along with co-workers
- ☐ j) started own business
- ☐ k) other _____
(specify)

6. What is your present job? _____

7. List the skills needed for that job: _____

8. Are the skills listed in No. 4 and No. 7 similar?

9. List any skills you have which are not being used in your present job:

10. Why did you choose your present job? (Check all that apply.)

- ☐ a) close to where you live
- ☐ b) good pay
- ☐ c) good friends work there
- ☐ d) boss is friend of the family
- ☐ e) you feel it's important to the community
- ☐ f) nothing better was available
- ☐ g) it's training you for something else
- ☐ h) you'd rather work than go to school
- ☐ i) you think you can rise in the company
- ☐ j) other _____
(specify)

STUDENT WORKSHEET NO. 1

MODULE I/COMPONENT 1

11. If you could change just one thing about your present job, what would it be?

12. Can you change it? List possible ways--logical and crazy!

13. If you feel your present job is not using your talents to their best advantage, imagine the perfect job for those talents.

a) what would the hours be? _____

b) what would the pay be? _____

c) in what sort of environment would you work? _____

d) who (if anyone) would work with you? _____

e) who would your customers/clients be? _____

f) would you have to report to anyone? _____

g) if so, what would he/she be like? _____

h) describe the type of service/product you would provide:

i) describe the job ten years from now _____

j) list the skills you'd need to fill your ideal job: _____

14. If you were hiring someone for this perfect job, would you hire yourself? In other words, do you have the necessary skills right now to fill that position?

_____ Yes _____ No

YOU AND YOUR PRESENT JOB (Where do I start?)

OBJECTIVES

This worksheet will:

- . stimulate student interest in Job Creation.
- . show students how to start the Job Creation process.
- . help students to describe their present jobs.
- . help students to identify particular skills that they have mastered in their work experiences.

WORKSHEET PRESENTATION

Ask the students to respond orally to the questions through classroom discussion. The students should be encouraged to speak frankly about their opinions. They may also wish to share personal experiences in order to support their views.

ANSWERS

This worksheet draws on each student's individual experiences. Consequently, there are no correct answers to any of the questions. The answers will naturally reflect each student's individual experiences and feelings. Answers should vary widely.

ACTIVITY DEVELOPMENT

Ask the students to imagine what the job market would be like in another country. What, for instance, is the job market like in Kenya? Would a Job Creator find work to do in Australia? Ask the students to think about a part of the world that is totally different from where they now live. What effect would these differences have upon the job market and the employment picture if they were to move there?

YOUR PRESENT JOB AND YOUR FUTURE (Where can I go from here?)

Below is a list of statements that might describe your present job and how your job might relate to what you would like to do in the future.

If you can see how your present job meets your current needs and helps you to achieve your long-range job goals, you can prepare yourself for your future.

From the key, choose a number for the space beside each of the statements listed below:

Key: 1 = Almost never
2 = Sometimes
3 = Frequently
4 = Very frequently

- ___ I am contributing new ideas to my present job.
- ___ I feel good about myself in my present job.
- ___ I feel that my present job will lead to a job I would like to have in the future.
- ___ I feel that my present job will lead to a more challenging and exciting future job.
- ___ I am free to start and develop new ideas in my present job.
- ___ My employer encourages and supports my sharing of new ideas in my present job.
- ___ My company encourages its employees to take independent action.
- ___ My company willingly accepts suggestions for change.
- ___ People in my company share ideas freely and speak openly about challenges and advantages in the company.
- ___ I think that the skills that I am using now will be useful in the future no matter what job I have.
- ___ People in my company do not focus on each others' shortcomings or problems. They stress the good things about each other rather than the bad things.

YOUR PRESENT JOB AND YOUR FUTURE (Where can I go from here?)

OBJECTIVES

This worksheet will help students to:

- . describe their present jobs.
- . relate their present jobs to their futures.
- . develop specific goals for their careers.
- . initiate new ideas in their present jobs.

WORKSHEET PRESENTATION

Ask the students to read and complete the worksheet silently. When the students have finished, ask them to suggest additional questions about the topic. Write these questions on the chalkboard and ask the students to offer individual answers.

ANSWERS

There are no correct answers to these questions. Answers should vary widely.

ACTIVITY DEVELOPMENT

It might be fun for the students to imagine the kinds of jobs that career experts have projected for 2001 or 2101. Encourage the students to imagine the job opportunities that will be created by future technological advances and social changes. What impact have media and computers had on creating new jobs because of new needs, challenges, and responsibilities? What about the "information explosion" and the need to identify, categorize, process, communicate, and disseminate such information?

"A DOOR TO OPEN" (How can I get out of this routine?)

Joe pushed his bit of plastic onto the conveyor belt and reached for the next piece with a weary sigh. He'd only been working at the factory for two weeks, but already he was ready to quit. "If only I could," he thought to himself. "But I need a job. Why does it have to be so boring? I wish there were some variety. This is driving me crazy!"

Joe lay awake that night, dreading the sound of the alarm clock that would send him to another dreary day at the factory. "There's got to be a door that I can open somewhere!" he whispered fiercely to himself. In the dark and silence a plan began to form.

He outwitted the alarm by rising an hour before it rang and he was at the boss's office to greet him as he arrived. "I'm one of your more recent employees, and I really feel I have to speak to you," Joe began.

"You're not going to quit?" the boss pleaded. "I can't seem to keep any good workers. My turnover rate is just appalling." He ran his hand through his hair.

"No, I won't quit. But I think I can be of assistance to you," said Joe matter-of-factly. "The reason you can't keep workers," Joe said, gathering needed strength, "is that the work is too monotonous. It drives people crazy. Have you ever spent eight hours working down there? I've been thinking about it, and it seems to me that a flexible, rotating schedule would work well. That way, everyone would learn all the skills, see how the final product is arrived at, and"

"It's too expensive to train everyone to do everything," the boss broke in, "and too confusing. No one would know where to go, or when!"

"You'll need a coordinator. I can do that," Joe continued. "It won't take any time to train people in the different skills and we can teach each other. That doesn't cost anything!"

"Well," said the boss dubiously.

"What have you got to lose by trying?" Joe coaxed. "If you don't try something, you'll only lose more workers, including me."

Joe's plan was successfully implemented at the plant. The results were gratifying. Absenteeism decreased by 18%; the turnover rate plummeted by 30%; and productivity increased by 12%. Joe went on to design rotating work schedules for other companies in the area, and he eventually began work as an independent business consultant on employee management.

"A DOOR TO OPEN" - QUESTIONS

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STUDENT WORKSHEET NO. 3

MODULE I/COMPONENT 1

- a) quit
 - b) put up with the boredom
 - c) talked to the other workers and tried to act as a group
 - d) gone to the boss
 - e) other
7. Joe's actions express which of the following qualities?
(Circle the appropriate response.)
- a) self-confidence
 - b) over-aggressiveness
 - c) creativity
 - d) initiative
 - e) insensitivity
 - f) courageousness
 - g) optimism
 - h) enthusiasm
 - i) rationality
 - j) narrow-mindedness
 - k) humor
 - l) intelligence
 - m) selfishness

"A DOOR TO OPEN" (How can I get out of this routine?)

OBJECTIVES

This worksheet will help students to:

- . vicariously identify themselves with another person who is stuck in a rut at work.
- . apply creative, innovative thinking to an employment problem.
- . recognize the capacity of a person to solve chronic problems of a business.
- . differentiate between non-constructive and constructive responses to a poor work situation.

WORKSHEET PRESENTATION

Ask the students to silently read the case study, "A Door to Open." Then ask them to answer the questions in written form. A class discussion could follow.

ANSWERS

- Question 1: This question encourages students to identify their personal needs and desires. Allow students enough time to privately ponder this question before asking them to share their answers with the class.
- Question 2: In answering this question, ask students to write a brief paragraph that describes how they would lead their lives if they were independently wealthy. Encourage them to see the intrinsic value of work.
- Questions 3-5: These questions encourage students to define and describe their preferences.
- Question 6: This question may draw a variety of responses from students. Ask students to justify their responses.
- Question 7: This question illustrates the way in which other people may evaluate our actions.

ACTIVITY DEVELOPMENT

The case study, "A Door to Open," could be used as a scenario for role playing. Select one student to play the part of Joe, and another to play the boss. Perhaps the boss will not be receptive to Joe's scheme.

TEACHER GUIDE FOR WORKSHEET NO. 3

MODULE 1/COMPONENT 1

What then? Will Joe quit? Will Joe introduce new characters into the scene, characters who would help Joe and the boss to find a better solution to the problem? If students do not feel comfortable with role playing or simulation, they might discuss hypothetical situations and settings correlative with this worksheet.

DEFINE YOUR DIRECTION (What kinds of work do I like?)

Not everyone is happy doing, or in, the same kind of job. The inventory below will help you define the type of job that would appeal most to you at this time. Next to each statement, check the box that most closely describes how you feel about the statement. Key: Never, Sometimes, Frequently, Always.

	N	S	F	A
1. When I'm working, I like to work by myself in my own place.	☐	☐	☐	☐
2. When I'm working, I like to be my own boss.	☐	☐	☐	☐
3. When I'm working, I like to share my ideas with other people I work with.	☐	☐	☐	☐
4. When I'm working, I see ways of doing things differently.	☐	☐	☐	☐
5. I like to be involved in developing new ways of doing things.	☐	☐	☐	☐
6. I like to do new things for myself.	☐	☐	☐	☐
7. I like to develop new ideas that offer opportunities for myself and other people.	☐	☐	☐	☐
8. I like a job in which my responsibilities vary from day to day and can be changed.	☐	☐	☐	☐
9. I like a job in which I can share my ideas and responsibilities with others.	☐	☐	☐	☐
10. I like to take a leadership role in starting new ideas and activities.	☐	☐	☐	☐
11. I like to take a leadership role in starting new ideas with others.	☐	☐	☐	☐
12. I like to have new challenges and activities everyday.	☐	☐	☐	☐

DEFINE YOUR DIRECTION (What kinds of work do I like?)OBJECTIVES

This worksheet will help students to:

- . look perceptively at various work situations and settings.
- . assess skills, interests, needs, and desires in relation to various jobs and work situations.

WORKSHEET PRESENTATION

The students should read through the twelve statements and check the boxes that most clearly approximate their feelings and attitudes.

The format of this worksheet reveals a sequence of statements that relate to each other:

- | | | | | |
|----|----|----|-----|-----|
| 1. | 4. | 7. | 9. | 11. |
| 2. | 5. | 8. | 10. | 12. |
| 3. | 6. | | | |

All three dimensions of Job Creation are included in the twelve statements: entrepreneurship, new ideas in a job, and a new job in a company.

ANSWERS

There are no correct answers to these questions. Answers should vary widely.

ACTIVITY DEVELOPMENT

Use this worksheet as a springboard for a classroom discussion. In this discussion, you might encourage students to give voice to their own preferences. The students might offer, as examples, jobs that they have had in the past or jobs that they might have in the future--jobs that might pave the way to active entrepreneurship.

WHAT DO I VALUE IN A JOB? (What do I like about working?)

People like their jobs for many different reasons. Some people like to have a creative job, even though the pay is small. Others like to have a job in which they know exactly or approximately what they will be doing each day.

Below are some points that many people feel are valuable in a job. Which of these would you rank as important to you?

(No. 1 is least important; No. 5 is most. You must circle no more than five No. 5's and at least three No. 1's.)

	<u>Least</u>			<u>Most</u>	
A. A feeling that my job is important.	1	2	3	4	5
B. An ability to work with others--either co-workers or people outside the job.	1	2	3	4	5
C. A feeling of being secure in my job.	1	2	3	4	5
D. A desire to help others.	1	2	3	4	5
E. A feeling of doing a good job.	1	2	3	4	5
F. An opportunity to make a fair salary.	1	2	3	4	5
G. A desire to make more money.	1	2	3	4	5
H. A desire to have different kinds of activities.	1	2	3	4	5
I. A desire to accomplish and achieve.	1	2	3	4	5
J. A need for recognition from family.	1	2	3	4	5
K. A need for recognition from people my own age.	1	2	3	4	5
L. A need for recognition from community.	1	2	3	4	5
M. A desire for short hours.	1	2	3	4	5
N. A desire for a pleasant, clean environment at work.	1	2	3	4	5
O. A desire for employee benefits.	1	2	3	4	5

WHAT DO I VALUE IN A JOB? (What do I like about working?)

OBJECTIVES

This worksheet will help students to:

- . describe what they value in a job.
- . examine how and why different people judge the same job benefits in totally different ways.

WORKSHEET PRESENTATION

Ask the students to read and complete the worksheet. Remind the students that the number "1" represents "least important," while "5" stands for "most important." A classroom discussion could follow.

ANSWERS

There are no correct answers to these questions. Answers should vary widely.

ACTIVITY DEVELOPMENT

The classroom and the library are only two of many research tools. The interview is a third research tool. Arrange interviews or conferences between the students and people who are currently engaged in jobs that capture the students' interest. During the course of these interviews, students could ask two essential questions: "What do you like most about this line of work?" and "What do you like least about it?" These interviews will broaden the students' horizons and teach them about the art of interviewing.

HOW DO YOU RATE THESE? (What can I do? What skills do I have?)

You should be able to think of at least one skill that you have and can use with some degree of expertise. Obviously, no one can do everything well!

Check the boxes below that best describe your ability in each activity listed: Key: Above average, average, below average.

Making a pizza	☐	☐	☐	Working with clay	☐	☐	☐
Refinishing a piece of furniture	☐	☐	☐	Driving a car	☐	☐	☐
Taking photographs	☐	☐	☐	Repairing cars	☐	☐	☐
Developing pictures	☐	☐	☐	Balancing a checkbook	☐	☐	☐
Whistling	☐	☐	☐	Drafting	☐	☐	☐
Working with computers	☐	☐	☐	Drawing models to scale	☐	☐	☐
Singing	☐	☐	☐	Writing stories	☐	☐	☐
Growing plants	☐	☐	☐	Writing poems	☐	☐	☐
Sketching	☐	☐	☐	Cutting grass	☐	☐	☐
Playing cards	☐	☐	☐	Managing my money	☐	☐	☐
Speaking to a group	☐	☐	☐	Playing a musical instrument	☐	☐	☐
Working with numbers	☐	☐	☐	Playing music in a group	☐	☐	☐
Giving directions	☐	☐	☐	Buying clothes	☐	☐	☐
Painting	☐	☐	☐	Making clothes	☐	☐	☐
Speaking a foreign language	☐	☐	☐	Designing clothes	☐	☐	☐
Playing sports	☐	☐	☐	Getting along with children	☐	☐	☐
Telling a story	☐	☐	☐	Working with metal	☐	☐	☐
Getting along with adults	☐	☐	☐				

HOW DO YOU RATE THESE? (What can I do? What skills do I have?)

OBJECTIVES

This worksheet will help students to:

- . identify personal skills.
- . become aware of a variety of activities that could be described as "skills in action."
- . readjust or clarify their sense of personal worth.

WORKSHEET PRESENTATION

Ask the students to fill out the worksheet twice: first, to compare their skills with other students; and, second, to compare their skills with the skills possessed by the people that they work with on their jobs.

While the students are completing the worksheet, you may wish to place some further questions on the chalkboard.

ANSWERS

There are no correct answers to the items on the worksheet. The purpose of the worksheet is to help the students to discover the skills that they have--skills that were hitherto present, but unrecognized. Students, like most people, fail to recognize many of their own native talents. How often do we ask ourselves, "Am I better at buying clothes than most people are?" Before the students can effectively use their native skills, they must identify those skills.

ACTIVITY DEVELOPMENT

After your students have finished working through the worksheet twice, ask them to take a third look at it. This time, tell the students to circle all the skills that they listed as "above average." Ask the students whether or not these particular (i.e., "above average") skills are similar or in any way related to each other. Might two or more such skills be combined to create a new job or added to a present job? What about those "average" skills? Would the students like to work on some of those and make them "above average"?

Save this worksheet for future reference. It may help the students in some of the subsequent exercises.

"SEW WHAT?" (So I've got skills . . . so what? What can I do with them?)

Ever since Nancy's mother had first shown Nancy how to make a dress for her doll, Nancy had loved to sew. She delighted her brothers and sisters with colorful costumes for Halloween, and she was even asked to design and make all the costumes for a school play. Nancy never thought of sewing as work. To her it was just a fun way to pass the time.

When Nancy graduated from high school she dutifully went out and got a job in word processing, as so many of her friends had. Feeling that her high school wardrobe was not right for her new career, she soon completed a handsome new wardrobe for herself. Her attractive clothes brought her many compliments. When her co-workers discovered that Nancy had made all her own clothes, they began to ask her to sew for them. Nancy was busy every night mending and altering blouses, jackets, and skirts.

Word of Nancy's ability quickly spread beyond her friends, and she soon received orders from fifteen new customers. She realized that she had created a new career for herself without even trying. She quit her word processing job, got her name printed on business cards, and set up her apartment for her new work.

Nancy's business was so successful that she eventually hired another seamstress to work with her. They then rented a storefront and made a comfortable living by "just having fun!"

"SEW WHAT?" QUESTIONS

1. List any skills you may have learned from parents, friends, teachers or relatives.

2. Do you use any of these skills in your present job?

3. Could you find a way to use these skills in your present job?

4. Could you turn these skills into a business of your own?

5. Could you use these skills in another job?

6. Why do you think that Nancy at first didn't realize her sewing skill could become a business? (Check the appropriate reasons.)

- ☐ a) Because she didn't think of it as work
- ☐ b) She didn't realize she could "create" her own job
- ☐ c) She was a shy person
- ☐ d) She didn't think her talents in childhood could be used later on as an adult
- ☐ e) She thought she was too young to start her own business

Can you think of any other reason?

7. Circle any of the following that would help you to start a new business:

- | | |
|---------------------------------|---------------------------------|
| a) talents | h) reliability |
| b) skills | i) friendliness |
| c) enthusiasm | j) a college degree in business |
| d) energy | k) rich relatives |
| e) self-motivation | l) ability to set goals |
| f) ability to organize | m) spare time |
| g) ability to follow directions | n) promptness |
| | o) others _____ |

"SEW WHAT?" (So I've got skills . . . so what? What can I do with them?)

OBJECTIVES

This worksheet will help students to:

- . identify past or present hobbies, interests, or skills.
- . see these hobbies, interests, and skills as a strong foundation on which to build a future career.
- . change spare-time activities into full-time jobs or businesses.

WORKSHEET PRESENTATION

Allow the students to read the case study, "Sew What," silently. Ask them to think about the questions in preparation for a classroom discussion.

ANSWERS

There are no fixed answers to these questions. All of the questions are designed to promote discussion and to encourage identification with personal experience or experiences of others.

ACTIVITY DEVELOPMENT

Ask the students to compile individual lists of hobbies and interests. When the students have completed their separate lists, collect them, shuffle them up, and redistribute them to the class, making sure that no student has his/her own list. Then ask the students to study the list that his/her fellow student has written. Ask them to suggest kinds of careers or jobs that could be developed from the hobbies and interests listed. After returning the lists to their original creators, initiate a classroom discussion.

YOU'RE NOT ALONE

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OBJECTIVES OF MODULE 1/COMPONENT 2

- . to assess the skills and talents of others.
- . to identify the kinds of people that students would enjoy working with.
- . to identify personal leadership qualities.
- . to reassure students and encourage them to challenge themselves.

INTRODUCTION FOR STUDENTS

In this component you'll be directed to ask yourself more questions. As you answer these questions, you'll begin to see that you've got plenty of company.

You can ask yourself, "How do I see myself in relation to other people?"
You'll ask, "What measure of leadership can I take?"

"Am I responsive to the needs of other people? Could I feel good about initiating new ideas at work? Can I communicate my ideas to others?"

"Can I work with others in order to improve myself, my job, and my fortune?"

WOULD YOU HIRE THESE PEOPLE? (How do other people fit in?)

Employee Profiles Group I

Read the following profiles. Think about these people as possible employees in a company--your company or one in which you are hiring an employee. Then answer the questions that follow the profiles.

BEN

Ben is a bachelor and is active in sports. He graduated from college ten years ago where he played baseball and football. He chose a college in the western states because he liked mountain climbing, camping, and horseback riding. He spent his summers at a boys camp directing sports activities. At his office, where he is the company office manager, Ben encourages a team spirit. But his primary interest is in sports and not in work. He completes all the work assigned to him and sees that all office work is completed on schedule. Ben never works late because he is always hurrying to watch his favorite teams on television or to play on one of the teams of which he is a member. Sports occupy all of his spare time.

MARIE

Marie is the best secretary in her company. She keeps her office in perfect running order. Marie took office occupations courses in high school and spent a year after high school at a community college while she worked in her first job. Marie had one other job after college before she started working with her present company where she has worked for twenty years. Since she has been with her company for so long, Marie knows the company's history very well. But Marie is also the company gossip. She is up on not only the company's business, but also the private lives of everyone working in the company.

ALICE

Alice is a single woman just out of high school. She wants to do well in business. She is outgoing and friendly, people like being with her. Alice was active in many high school organizations and was president of her class. She is intelligent and concerned about the issue of equality on the job. Although Alice has had no work experience, she believes that her experience as a student leader will be valuable on the job.

STUDENT WORKSHEET NO. 1

MODULE I/COMPONENT 2

Depending upon the working conditions and skills required, some people would be better qualified for a given job than others. Think about Ben, Marie, and Alice while you answer the following questions.

1. If you owned a small business and needed a dependable person to tend to the everyday details of running your business, would you hire Ben? ____ Why, or why not?

2. If you owned a small business and needed a dependable person to tend to the everyday details of running your business, would you hire Marie? ____ Why, or why not?

3. If you owned a small business and needed a dependable person to tend to the everyday details of running your business, would you hire Alice? ____ Why, or why not?

4. If you were hired to work for Ben, would you prefer to work for someone else if given a choice? ____ Why, or why not?

5. If you were hired to work for Marie, would you prefer to work for someone else if given a choice? ____ Why, or why not?

6. If you were hired to work for Alice, would you prefer to work for someone else if given a choice? ____ Why, or why not?

STUDENT WORKSHEET NO. 1

MODULE I/COMPONENT 2

7. Would you like to work with Ben? _____ Why, or why not?

8. Would you like to work with Marie? _____ Why, or why not?

9. Would you like to work with Alice? _____ Why, or why not?

10. You are Ben's friend. He has an idea for a new business that he could operate by himself. Assume that he has enough money to start the business and that the idea sounds like it would be successful with enough work and good management. Knowing Ben, would you tell him to do it or not? _____ Why? _____

11. You are Marie's friend. She has an idea for a new business that she could operate by herself. Assume that she has enough money to start the business and that the idea sounds like it would be successful with enough work and good management. Knowing Marie, would you tell her to do it or not? _____ Why? _____

12. You are Alice's friend. She has an idea for a new business that she could operate by herself. Assume that she has enough money to start the business and that the idea sounds like it would be successful with enough work and good management. Knowing Alice, would you tell her to do it or not? _____ Why? _____

WOULD YOU HIRE THESE PEOPLE? (How do other people fit in?)

Employee Profiles Group II

Read the following profiles. Think about these people as possible employees in a company--yours or another. Answer the questions that follow the profiles.

SALLY

Sally has been working at a restaurant since her second year in high school. She likes the variety of people she meets and the freedom to work different shifts. Meanwhile, Sally has been taking as many business courses as she can: marketing, bookkeeping, typing, and the principles of business, in addition to several others. Recently, Sally was promoted to the position of cashier. In addition to the increase in salary received, she is now responsible for balancing the money at the end of each shift. When she graduates from high school, Sally will begin as an assistant bookkeeper in addition to working as a cashier.

KATHY

Kathy has had several jobs while still in high school. First she worked as a waitress and then she worked as a part-time typist. More recently, Kathy has worked as a keypunch operator for a local company. Kathy is interested in computers and would like to learn more about them. In each of her jobs, she has performed well, but after high school she wants to find a job that is more challenging. Kathy thinks that she might want to go on in school someday, but she wants to work after she graduates from high school until she decides what to do.

BILL

Bill was trained as a carpenter in high school. Every summer he was able to work as an apprentice with his uncle who is also a carpenter. After graduation Bill got a job with a company that assembles A-frame houses. Bill likes to work with wood, but he misses the creative aspect of carpentry. He would like to do more than assemble pre-packaged kits. Much of Bill's spare time is spent designing and building furniture. Bill can live in a garage apartment with his workshop in the garage. Bill would like to have a job that is more creative, but he is paid very well on his present job.

1. If you owned your own business, would you hire Sally? ____

STUDENT WORKSHEET NO. 1

MODULE I/COMPONENT 2

Why, or why not?

2. If you owned your own business, would you hire Kathy? ____
Why, or why not? Bill? ____ Why or why not?

3. If you wanted someone to bring new ideas to a job, could
you count on Kathy? ____ Why? Why not? Bill? ____ Why
or why not? Sally? ____ Why or why not?

4. If you wanted to hire a new office supervisor, would hire
Sally? ____ Why? Why not? Kathy? ____ Why? Why not?
Bill? ____ Why? Why not?

WOULD YOU HIRE THESE PEOPLE? (How do other people fit in?)

OBJECTIVES

This worksheet will help students to:

- . analyze and assess the dominant qualities and characteristics of particular individuals.
- . perceive the relationship that exists between individual characteristics and employment opportunities.
- . distinguish between personal skills and professional skills.

WORKSHEET PRESENTATION

The directions, here, are self-explanatory. If possible, allow your students a full class period in which to answer the short essay questions. After the students have completed their answers, initiate a lively discussion. In the course of this discussion, encourage the students to adopt the perspective of an employer.

ANSWERS

There are no correct answers to these questions, and individual responses should vary widely. You might, however, tell your students that each of the three "employees" described on the worksheet would produce excellent results in particular job settings. What particular jobs would each of these individuals perform best? Would Ben excel in a service-oriented job? Would Alice make a good machine shop supervisor? Encourage the students to develop a rationale for systematic evaluation of a potential employee's character.

ACTIVITY DEVELOPMENT

After the students have completed this worksheet, ask a small group of students to work together to develop a list of questions that could be asked of a prospective business owner, a co-worker, or an employer. In drafting these questions, the students should seek to develop and clarify their character perception.

Ask the students to complete the supplementary worksheet, "Employee Profiles, Group II," at home. Discussion in class could follow.

"ROCK THE BOAT" (How can I initiate a new idea at work?)

Small hills of snow and ice were everywhere on the parking lot. Chris slipped and skidded across the lot and finally pried open the side door of the office to get out of the bitter wind. As he hung up his coat and slid onto the bench next to his co-worker, he muttered under his breath, "Hey, Jerry. Don't they believe in snow plows around here? You'd think they were setting up an obstacle course to stop us from getting to work"

"Yeah," laughed Jerry. "It's been like this every year--only it seems to get worse. Or, maybe I'm just getting older."

"You mean you've put up with this for fifteen years!" Chris couldn't believe it. "Why hasn't someone complained?"

"Oh, we've made noise about it before--doesn't seem to do any good. The big guys upstairs don't mind. They've got limos dropping them at the front door. What do they know about walking a quarter of a mile from the parking lot to the building?"

"It doesn't seem fair."

"So what is? Life ain't fair. Hey, don't let it get you down. Look, we've got jobs. Don't go rocking the boat. Be thankful for what you've got."

Chris talked to other people who worked on his floor and found that no one had ever talked to the Vice President of Employee Relations about the parking lot problem. Chris thought about letting the whole thing slide. But he had a keen desire to talk to some "top brass," just to see if he could hold his own. He thought about it on the way home from work.

That evening Chris sat at his desk with several books opened in front of him. They were books of letters written by famous people from all over the world--statesmen, world leaders, authors. He had read all of them when he was in high school. The way these people could use the English language to find the right word or phrase! They had been a big help to him in writing his own letters. At 1:30 a.m. Chris pulled from the typewriter the final draft of his letter to the Vice-President of Employee Relations. "A work of art," he thought to himself.

STUDENT WORKSHEET NO. 2

MODULE I/COMPONENT 2

At work the next day, Chris found a lot of people talking about him. Many of the workers said he could get into trouble. Chris paid no attention. During his lunch break, he slipped the envelope into the letter box outside the Vice-President's office.

Three days passed. Chris was beginning to think that his friend, Jerry, was right. The workers down here might as well be slaves under the masters upstairs. On the fourth day, a brief note in Chris' box asked him to be at the Vice-President's office at 12:45 p.m. sharp. There were a lot of "I told you so's" among his co-workers.

At 12:45 p.m. sharp Chris stood in front of the large oak doors and looked at the nameplate: Lee Hampton--Vice President of Employee Relations. Taking a deep breath, he knocked and entered. A gray-haired woman in a tailored suit looked up from her desk.

"May I help you?"

"Yes, is Mr. Hampton in, please?"

"Well, Mr. Hampton doesn't even work here, but if it's Lee Hampton you want, she's right here!"

"You're the Vice President! I'm sorry." Chris stammered.

"Well, I'm not sorry." She laughed. "You must be Chris Drake. And to be perfectly honest, I thought you'd be a woman."

Chris grinned and started to feel more comfortable.

"I asked to see you about this letter. It's too bad the administration is cut off from so many of the workers. I wish I could be closer to people in the company. I'm looking into it right away. As a matter of fact, there's a snow plow on the parking lot right now clearing a path. The next bad day we have, we'll use a shuttle bus to get our workers to and from the parking lot."

Chris smiled, thanked her, and was about to leave when she said, "Not so fast, please. I'd like to talk to you further about that letter. Quite frankly, I haven't had such a well worded letter in months; don't think I could have done as well myself. Did you write it?"

STUDENT WORKSHEET NO. 2

MODULE I/COMPONENT 2

"Yes, I did,"

"Do you always write this well?"

"When I work at it."

"I'd like to offer you a job as my assistant secretary. I need someone to write copy for our recruiting ads, and to keep our letters up-to-date with the unions. Would you be willing to try out this job?"

Chris said nothing to other people in his department. But he smiled to himself all the way home. Lots to think about! He wondered what would happen next.

STUDENT WORKSHEET NO. 2

MODULE I/COMPONENT 2

Questions on "ROCK THE BOAT"

1. Have you been in any situations where there seemed to be distrust between the employees and the employer(s)?

___ Yes ___ No Why do you think this happens? ___

2. Would you have ignored the problem? ___ Yes ___ No
Why?

3. What sort of person does Chris seem to be? _____

Circle the adjectives below that would describe Chris's attitude toward his co-workers.

Afraid Pleasant Enthusiastic Negative Helpful
Critical Interested Perceptive Supportive Evaluative

4. Do you think Chris was aware of his writing skills?

___ Yes ___ No

How did he get these writing skills? _____

5. Did he like writing this letter? ___ Yes ___ No
If "yes," why?

6. Do you have some talent that isn't being used on your present job? ___ Yes ___ No What do you think this talent is?

STUDENT WORKSHEET NO. 2

MODULE I/COMPONENT 2

Questions on "ROCK THE BOAT"

7. Would you like to be able to combine more of your interests into your job? ☐ Yes ☐ No How could you do this?
-
-

8. Do you ever feel that a position is suited for only a man? ☐ Yes ☐ No Only a woman? ☐ Yes ☐ No

9. Imagine for a minute that you're a member of the opposite sex. What work would you like to do?
-

10. Is it the same sort of job you're looking for now?
☐ Yes ☐ No

11. Have you limited your job possibilities by sex stereotyping? ☐ Yes ☐ No

"ROCK THE BOAT" (How can I initiate a new idea at work?)

OBJECTIVES

This worksheet will help students to:

- . initiate new ideas in their present job.
- . capitalize on the skills that they possess, but don't use.
- . examine and evaluate the behavior of employees and employers.
- . consider the function of stereotypes in employment.

WORKSHEET PREPARATION

Have the students read the case study, "Rock the Boat," silently. Then ask them to think about the questions in preparation for a classroom discussion.

ANSWERS

- Questions 1-2: Ask the students to talk about the problems produced by on-the-job prejudice and misunderstanding.
- Question 3: Have the students identify the adjectives that most accurately describe Chris. Note the particular adjectives that the students refer to time and again.
- Question 4: Tell your students that Chris is a well-read individual. Explain that this habit enables him to write well. Then ask the students about their reading habits. Encourage the students to improve their writing skills through better reading habits.
- Questions 5-7: These questions encourage the students to develop a greater appreciation for their own talents and skills.
- Questions 8-11: Ask the students to discuss the kinds of jobs that are traditionally stereotyped for men or women. Then ask them to compare these stereotypes with more contemporary views of male and female roles and society's assessment.

TEACHER GUIDE WORKSHEET NO. 2

MODULE I/COMPONENT 2

ACTIVITY DEVELOPMENT

Contact a corporate management executive who started his/her business career on the very bottom rung of the corporate ladder. Invite the corporate management executive to your class in order to speak about the "rise to the top." Your community might have a volunteer speaker's bureau; you might also be able to recruit retired individuals who have held a variety of employment positions and who are willing to describe the challenges and difficulties that they had to overcome in various employment settings.

ASSESSING LEADERSHIP POTENTIAL (Do I have the potential to become a leader?)

Listed below are three imaginary scenarios. After each one is a list of four alternative ways of dealing with the situation. Circle the one which seems to best describe the course of action you would probably take.

Scenario #1

You're at a summer camp for a month and you discover that the food is terrible.

- You ..
- a) write up a petition stating your displeasure with the food, ask everyone to sign it, and give it to the camp cook.
 - b) casually ask other campers if they're dissatisfied with the food and suggest that some group action be taken.
 - c) write home for a box of emergency rations.
 - d) use lots of salt and hope someone else will complain.

Scenario #2

You're back at school, living in a dorm. Late one night you hear sounds of breaking glass nearby. You ..

- a) immediately wake up everyone on your floor and organize a search party.
- b) wake up your roommates and ask them whether you should call the campus patrol or investigate yourselves.
- c) figure it's not your window being broken and you go to sleep.
- d) wake up anxiously wondering if anyone else heard the noise and will call for help.

Scenario #3

You're working as a mechanic in a garage and you find that the work load is getting to be too much for you to handle.
You ...

STUDENT WORKSHEET NO. 3

MODULE I/COMPONENT 2

- a) organize a strike and demand a lighter work load.
- b) ask other mechanics if they're overworked and you assist in drafting a letter to the bosses.
- c) tell your boss you've got too much work and you ask him to give some of it to someone else.
- d) stay after work to finish up and you feel resentful about it.

STUDENT WORKSHEET NO. 3

MODULE I/COMPONENT 2

After reading these scenarios, do you feel that your responses to the various situations are fairly consistent? For instance:

If you chose the first alternative "a," you're likely to be labeled as a "leader." Some may even find you aggressive or authoritarian. You obviously like taking control of situations and want to see things get done. You do not hesitate to enlist others to help you to achieve your goals. Leadership is a valuable quality if it is exercised for the benefit of society.

If you chose the second alternative "b," you're a "doer". You have no fear of initiating action if something needs to be done. But, unlike "a," you'd rather work as part of a group and get response from others before taking off on a course of action. This is generally a very acceptable, democratic way of acting.

"C" is obviously intent on being self-sufficient. You can efficiently solve your own problems and let the rest of the world alone. "Laissez-faire" (a French word which roughly translated means "to live and let live") would best describe your policy. While this appears to be a safe alternative, it's wise to remember that as a member of a society, family, school, club, city, country, etc., what affects others will eventually affect you too!

If you found yourself checking "d," you have the opportunity to do some hard self-evaluation here. You may be a potential leader, whether of the authoritarian or democratic style. The fact that you want to change things and can even see how things ought to be changed, but are unable to initiate action, means that you're going to be frustrated, unless--and this is the challenge--you can find or make the courage necessary to take the leadership position. Contrary to myth, you don't have to be born a leader. Leadership is a quality you can develop, starting right now!

ASSESSING LEADERSHIP POTENTIAL (Do I have the potential to become a leader?)

OBJECTIVES

This worksheet will help students to:

- . recognize and identify leadership potential.
- . differentiate between different leadership styles.
- . identify the styles of leadership that are traditionally associated with particular disciplines.

WORKSHEET PRESENTATION

Ask the students to read the scenarios and answer the questions.

ANSWERS

The answers for this worksheet are included in the worksheet itself. You may wish to read the answers aloud to the class, paraphrasing freely where necessary. A classroom discussion might follow.

ACTIVITY DEVELOPMENT

Ask the students to name three people whom they believe to be successful. Are these people leaders? If yes, then what kinds of leaders are they? They might want to consider leaders in their school and community, as well as on the national scene. If the students hold part-time jobs, ask them to specify the type of leadership that their bosses exhibit. Ask, also, what type of leadership the students would choose to employ if they were leaders.

"CASE IN POINT: TOM" (How can I become a leader?)

Tom hoped to go into business for himself some day but he was still a high school student with very little business experience and few ideas about how to actually start a business. Looking around the school, he saw that the Lost and Found Department was looking for volunteers to work before and after school. He decided to get involved.

It did not take long for Tom to see that the Lost and Found Department was badly managed. The storage of lost items lacked any sense of order. When things came in with identification on them, no one told the owners.

Tom began using one of his study hall hours to work in the Lost and Found. He began to put all the lost wallets together; all the hats and gloves in groups; all the notebooks in one pile; all the pens and keys in separate boxes for easy access.

Tom then realized that the Department would become totally overcrowded unless something was done with all the unclaimed items. He set to work to establish schoolwide auctions on a quarterly basis and he invited all the students, staff, and teachers to attend.

A great many students got involved in the Lost and Found auctions. It was decided among them that the money from the auctions would go to the town's day care center. In this way, Tom not only gained experience in business, but he also learned the value of leadership and of working with other people in the school and in his community. By the time he graduated, he felt he had a lot better idea about what he wanted to do, and how to get started doing it.

STUDENT WORKSHEET NO. 4

MODULE I/COMPONENT 2

MULTIPLE CHOICE QUESTIONS REGARDING "CASE IN POINT: TOM"

(Circle the letter of the best response(s).)

1. When Tom went to work with the Lost and Found Department, his purpose was to:
 - a) make money
 - b) meet new friends
 - c) get out of study hall
 - d) learn about business from the experience of volunteer work
2. When Tom began working, he was good at:
 - a) taking orders from the person in charge
 - b) meeting new friends
 - c) starting new ideas
 - d) reorganizing the Department in an efficient way
3. What are some of the qualities best expressed by Tom?
 - a) boredom
 - b) originality
 - c) initiative
 - d) bossiness
 - e) efficiency
 - f) orderliness
 - g) concern
 - h) practicality
 - i) organization
 - j) skill in working with others
4. Did the auction idea develop because:
 - a) Tom wanted to meet a new girl friend?
 - b) Tom wanted to make money out of the Lost & Found Department?
 - c) Tom wanted to think of a way to draw the students and community closer together?
 - d) The Lost & Found was running out of space?
5. What was Tom's attitude towards his classmates?
 - a) business-like
 - b) cooperative
 - c) competitive
 - d) sneaky
 - e) straightforward
 - f) irresponsible
 - g) caring
 - h) supportive

STUDENT WORKSHEET NO. 4

MODULE I/COMPONENT 2

CHECKLIST

Place a check mark next to the qualities and characteristics which you might have seen in Tom. Underline the qualities you would like to develop in yourself.

☐ Creative	☐ Fearful	☐ Self-motivated	☐ Business-like
☐ Annoying	☐ Courageous	☐ Community-minded	☐ Effective
☐ Active	☐ Discerning	☐ Selfish	☐ Selfless
☐ Organized	☐ Administrative	☐ Competitive	☐ Smug
☐ Orderly	☐ Original	☐ Cooperative	☐ Conscientious
☐ Supportive	☐ Caring	☐ Practical	☐ Sensitive
☐ Efficient	☐ Absent-minded	☐ Straightforward	☐ Skillful
☐ Committed	☐ Boring	☐ Ambitious	☐ Bossy

"CASE IN POINT: TOM" (How can I become a leader?)

OBJECTIVES

This worksheet will help students to:

- . understand that skills developed outside of the classroom or job can be useful in a career.
- . perceive that a variety and combination of skills and attitudes are involved in effectively performing a job task.

WORKSHEET PRESENTATION

The students should read the case study about Tom, respond to the worksheet individually, and then discuss the nature of Tom's experience with the Lost and Found. This worksheet may take an entire class period.

ANSWERS

- Question 1: The best answer is (d).
- Question 2: The best answer is (c). Tom already wanted to go into business for himself, and preferred to be in charge.
- Question 3: There is no one best answer--(b), (c), (e) and (f) are all appropriate.
- Question 4: The answer given in the story is (d). The auction was a new idea used to solve an old problem.
- Question 5: There is no one best answer. (a), (b), and (e) could all express Tom's attitude toward the other students. "Cooperative" (b) might be considered the broadest answer.

Check List

The most logical traits indicated from the story are:

Orderly	Conscientious	Sensitive	Cooperative
Creative	Organized	Discerning	Community-minded
Supportive	Committed	Administrative	Ambitious
Active	Courageous	Self-motivated	Effective
		Skillful	Efficient

ACTIVITY DEVELOPMENT

Develop a list of similar activities that would use job skills. Identify the skills that would be needed for each activity.

Discuss ways in which the class could tackle a project like Tom's. Develop a plan of action to solve the problem or carry out the activity. Could the plan be implemented as a class project?

JOB CREATION MODULE II

Two Components:

- 1. YOUR COMMUNITY: ITS CHARACTER & NEEDS**
- 2. YOUR COMMUNITY AND YOUR SKILLS**

Student Worksheets & Teacher Guides

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YOUR COMMUNITY: ITS CHARACTER AND NEEDS

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OBJECTIVES OF MODULE II, COMPONENT 1

- . to examine the community--its people and jobs, its businesses and industries, its neighborhoods and populations.
- . to assess the community as it relates to the individual and to job opportunities.
- . to assess community needs, problems, and solutions to these problems.
- . to show how Job Creation can improve a community and help the people who live in it.

INTRODUCTION FOR STUDENTS

Some community--somewhere--needs you! Could it be the community that you're living in now? Are you needed elsewhere?

This Component of Job Creation will help you to examine and analyze the different people, neighborhoods, and businesses that make up your community.

It will help you to assess your community's needs. It will show you your community's weaknesses and strengths, its failures and successes, its past and its future.

Most importantly, it will show you that your community needs new ideas --your ideas. You don't need to leave town in order to become a Job Creator!

A RESUME OF YOUR COMMUNITY

1. What kind of community do you live in? _____ URBAN
 _____ SUBURBAN _____ RURAL

State of _____ Township _____ County _____

2. a) Are there any industries and businesses in your community?

b) List some of them.

_____	_____
_____	_____
_____	_____

- c) Are they large, medium, or small? A small business may have 100 or fewer employees. A medium may have 100-500, and a large business may employ 500 or more. _____

3. a) What kinds of retail stores exist in your community?

Dress shops	_____	Jewelry	_____
Grocery	_____	Dry Cleaning	_____
Ice Cream	_____	Resale Shops	_____
Candy	_____	Florists	_____
Bakery	_____	Specialty Shops	_____
Drug	_____	Shoe	_____
Hardware	_____	Wallpaper & Paint	_____
Furniture	_____	Bookstores	_____
Gift Shops	_____	Other	_____

4. If you live in a rural area, how do individuals earn their living?

Dairy Products	_____	Farm Income	_____
Meat	_____	Non-farm Income	_____
Horticultural	_____	Forest Products	_____
Specialties	_____	Other	_____
Field crops	_____		
Vegetables	_____		

STUDENT WORKSHEET NO. 1

MODULE II/COMPONENT 1

5. What kinds of small businesses does your community have?
(List several)

6. How are most people in your community employed? Check the following:

___ Self-employment ___ Government ___ Salaried

___ Paid, or unpaid family workers ___ Other

7. In your community, which of the following occupational groups are represented

Agriculture	___	Hospitality & Recreation	___
Agri-business	___	Industrial	___
Business and Office	___	Manufacturing	___
Communication & Media	___	Marine Science	___
Construction	___	Marketing & Distribution	___
Consumer & Homemaking	___	Personal Services	___
Environment	___	Public Services	___
Fine Arts & Humanities	___	Transportation	___
Health	___		

8. Do you know any individuals who have established businesses of their own?

List several individuals and the businesses they have started:

9. Are there any employment agencies or service offices in your community?

Give examples:

A RESUME OF YOUR COMMUNITY

OBJECTIVES

This worksheet will help students to:

- . describe the economy, demography, and business of a community.
- . measure the community's job market with the aid of this descriptive yardstick.
- . appreciate a community's need for Job Creators.

WORKSHEET PRESENTATION

Before distributing copies of the worksheet to the students, explain that the worksheet asks them to participate in a research exercise. Tell them that this exercise will help them to reach a better understanding of their community's job market, and of the relationship that exists between the job market and the independent Job Creator. Then divide the class into small groups, and provide each group with a copy of the local Yellow Pages. Ask the students to complete the worksheet, using the Yellow Pages as a primary resource tool.

ANSWERS

Although there are no correct answers to these questions, the answers should create an accurate description of the student's community. If the description given in the answers is distorted, then the answers are incorrect.

ACTIVITY DEVELOPMENT

The Yellow Pages provides an excellent source of community information. Students may wish to fill out 3x5 cards for businesses and industries in their community. These can be used for many purposes to encourage students to become more aware of their community and what is available to them as producers and consumers, as potential employees and employers, and as present and future entrepreneurs.

After the students have completed the worksheet, they will have a sketchy overview of the community--a rough, undetailed outline. Encourage them to fill in the details of this picture by fanning out into the community itself, where they can speak with local government officials, entrepreneurs, etc. Allow the students an entire month in which to conduct this field research. At the end of the month, they could prepare brief oral reports about their findings.

YOUR COMMUNITY AND THE SMALL BUSINESS

Like people, businesses come in all shapes and sizes. Some are gigantic; others are tiny. But giant companies like General Motors are not typical of the majority of American businesses. Most businesses in America are small, owned by one or several people. There are many things to think about when starting and when running a small business. The questions below will help you to identify some of these things.

1. Think of a small business in your community. The name of the business is:

2. What service(s) and/or product(s) does it provide? _____

3. What kinds of persons might its customers be? _____

4. Who actually buys the service(s) or product(s)? (For example, a consumer or someone in another business?)

5. How do their customers buy--with cash or with credit?
Cash ☐ Credit ☐
6. When do their customers buy--regularly ☐; at a particular time ☐; infrequently ☐?
7. Where do their customers buy--at the place where the company is located, or at other locations?

YOUR COMMUNITY AND THE SMALL BUSINESS

OBJECTIVES

This worksheet will help students to:

- . itemize the needs of a small business.
- . describe the management procedures used by a small business.
- . consider entrepreneurship as a viable alternative to a salaried job.

WORKSHEET PRESENTATION

Before presenting this worksheet to the students, arrange for the class to take a brief "field trip" to a small local business. During this visit, ask the owner of the business to answer each of the questions given in the worksheet. Instruct the students to write down the owner's answers. The entire trip need not last longer than two hours.

ANSWERS

These answers could be provided by a local entrepreneur and could serve as a catalyst for effective discussion.

ACTIVITY DEVELOPMENT

Many community newspapers feature "success stories" about local entrepreneurs. Instruct the students to look up a few such stories by going to the local library and skimming through back issues of the community newspaper. Ask each student to select a story that particularly interests him/her, and to present a brief report about the story to the class. Students may also know some entrepreneurs who would be willing to share their "success stories," or "trials," with the class.

NANCY ASSESSES HER COMMUNITY'S NEEDS

Nancy is a young mother and is very good with children. She has been teaching first grade for a number of years and has saved some money in the process. Every day on the way to work she drops her four-year-old off at a nursery school. She has thought that she would like to operate a nursery school of her own. Nancy lives in Oak Dale and commutes to Rockville several miles away. In thinking about the two cities, she has noticed the following:

Oak Dale

Newer, growing suburban area.

People tend to be younger and work in a variety of jobs.

Some people have college degrees.

Most families have young children.

There are no nursery schools in Oak Dale.

Rockville

Older, established suburb close to a large city.

People are more established in their jobs as managers, doctors, etc.

Most people have college degrees.

Some families have young children.

There is one nursery school in Rockville that always has a waiting list.

* * *

1. Why would it be important to know . . .

- a) How many families have young children? _____
- b) What family incomes are? _____
- c) Do both mothers and fathers tend to work? _____
- d) Are there nursery schools already open? _____

2. If you were to open a nursery school, what other things would you want to know? _____

STUDENT WORKSHEET NO. 3

MODULE II/COMPONENT 1

3. What are some of the reasons why there are no nursery schools in Oak Dale when there seems to be a need?

4. What additional things would you like to know about Nancy before advising her to open a school?

5. If you were opening a nursery school, which town would you choose?

Oak Dale ☐ Rockville ☐

Why?

6. What skills do you think are most important in starting a nursery school?

7. Which skills that you listed above would be useful in starting any business?

NANCY ASSESSES HER COMMUNITY'S NEEDS

OBJECTIVES

This worksheet will help students to:

- . assess the needs of a community.
- . recognize the role that location plays in the success of a new business.
- . recognize the equally important roles that certain social and economic factors play in the success of a new business.

WORKSHEET PRESENTATION

Instruct the students to silently read both the opening paragraph and the two community descriptions given in the worksheet. Then ask them to answer the questions in written form. An informative discussion could follow.

ANSWERS

- Question 1:
- a) This is important because Nancy cannot expect her nursery school to achieve success in a community that has few children. The larger the number of children, the greater the chances for Nancy's success.
 - b) If the family incomes are reasonably high and steady, then the families will be able to pay for Nancy's services.
 - c) When both of the parents of a child work, they have a great need for the services of day care centers and/or nursery schools.
 - d) There are two good answers to this question: (1) If other nursery schools already exist, Nancy could observe them and measure their success; (2) if other schools already exist, they may be already serving the needs that Nancy hopes to meet with her school.

Question 2: Here are a few prominent examples:

State and local laws covering the operation of private schools.

The availability of labor.

The costs of equipment and supplies.

The space or location that might be available to rent or purchase.

Question 3: These young couples may not be able to afford the cost of nursery school tuition. Again, free child care services may be available to these couples through schools, churches, or social service agencies.

Question 4: One would want to know whether or not she possessed the above skills.

Question 5: Either town could be selected, and either would make an excellent choice, providing that the reasons for making a particular choice are carefully thought out and logical.

Question 6: Here are some examples:

"People skills," such as the qualities of flexibility, patience, understanding, and creativity.
Teaching skills, such as an ability to work constructively with children.
Managerial skills.

Question 7: "People skills" and managerial skills come in handy in almost any line of professional work.

ACTIVITY DEVELOPMENT

Ask the students to use Nancy's assessment of her community as a model for an assessment of their own community. Instruct each student to select a type of small business, and then ask each student to assess the needs of his/her community for that particular business. No two students should be allowed to select the same type of small business. When the students have completed their assessments, ask them to orally present their findings to the class. These presentations will afford the class a broad, but detailed, overview of their community.

"THE BREAD ROUTE"

Maria locked her bicycle to the lamp post and hurried into the small natural foods restaurant where she worked as a waitress every day after school. Business was brisk as usual and by the end of her 4-hour shift she was exhausted. She pedaled home, wishing she could have been outside longer on this new spring day.

Maria phoned her friend, Lisa, that evening and complained about her lack of time for bicycling--her favorite activity. Lisa, always full of ideas, suggested that she quit her job as a waitress and get a paper route instead! Maria laughed and the conversation turned to other things.

Next day at the restaurant, Maria overheard some customers talking about the delicious home baked bread that was served with every meal.

"You just can't get good whole wheat bread like this at any bakery," said one woman. "But even if you could," said another, "not many people are willing to make extra trips other than to one supermarket to do their shopping. Too bad the restaurant can't sell whole loaves to customers."

Maria thought to herself, "No, not a paper route; but how about a bread route?"

She had a hard time convincing the cook and the restaurant owner that her idea would work. The cook complained that two or three dozen extra loaves of bread would add an hour to his already busy mornings. The owner wasn't sure that people would really pay to have someone deliver something as common as a loaf of bread. But when Maria pointed out that it would be a good way to advertise the restaurant and popularize its food, they agreed to give it a try.

Maria was soon well known in her neighborhood. She made her rounds on her bicycle with bags of fresh baked bread. She was so energetic and willing to run errands for the people on her bread route that the smiles and tips she received made this her best job ever.

1. What kinds of job possibilities in the community did Maria notice?

STUDENT WORKSHEET NO. 4

MODULE II/COMPONENT 1

2. How was Maria responsive to her customers and clients?

3. How did Maria turn a hobby into a marketable skill?

4. If Maria had been turned down by the restaurant owner, what other things could she have done?

5. How well did Maria know her community?

What indication do you have of this knowledge?

"THE BREAD ROUTE"OBJECTIVES

This worksheet will help students to:

- . market a service.
- . respond affirmatively to the needs of a community.
- . turn hobbies into part-time businesses.

WORKSHEET PRESENTATION

Ask the students to silently read the case study, "Bread Route." Instruct them to answer the questions in written form.

ANSWERS

- Question 1: Maria noticed that there was a job possibility in the restaurant's need for greater community outreach.
- Question 2: She was able to be responsive by being observant and perceptive.
- Question 3: Bicycling was Maria's favorite hobby. This hobby became a marketable skill only when Maria realized that she could use her bicycle for delivering loaves of the restaurant's famous bread to some of the restaurant's customers.
- Question 4: She could have looked at her community, objectively assessed its needs, and become an entrepreneur in a different areas.
- Question 5: She knew her community well. She listened to other people, thought about ways in which to advertise the restaurant, ran errands for people who were on her bread route, and catered to their needs and desires.

ACTIVITY DEVELOPMENT

Maria, the central figure of this case study, used her reasoning faculties, as well as her enthusiasm, in order to convince the owner of the restaurant to go along with her bread route scheme. Tell the students that they, too, must learn to use their reasoning faculties, as well as enthusiasm, when initiating ideas. If they desire the kind of success that Maria enjoyed, then they can learn to share ideas in an affirma-

tive, rational manner. Discuss the two most basic methods of reasoning: inductive and deductive reasoning. Warn them about the fallacious forms of reasoning, such as "begging the question" and "over-simplification." Talk about the difference between mere enthusiasm and specific reasons as a way of convincing others. Communicating and persuading depend upon knowledge and specific insights. A mere emotional approach is not enough.

"OLD & NEW"

When the old brick store fronts came down, and the new concrete shopping center went up, a lot of people smiled and said that progress was being made.

Rick wasn't so sure. He was even less sure when the new stores opened up and his uncle's drug store began losing customers. It had been the only drug store in town for years, but the new department store, known nationwide for its discount prices, was rapidly turning Uncle Clark's place into a memory.

Other disgruntled voices came from Rick's own high school classmates. The new shopping center had a few fast food places, but nothing that a group of kids could make their own. Everything was too clean, too bright, too sterile. Rick did not think of himself as a leader, or an organizer, and though he shared his friends' disappointment, he wasn't intending to do anything about it.

But Rick did feel an enormous loyalty toward Uncle Clark and he wanted to help him. Then a Saturday matinee gave him some hope. One film showed an old corner drug store filled with students sipping malts at the soda fountain. The sun shone through the stained glass windows onto the old woodgrained floor and the marble counter top. It was something you'd have seen at the turn of the century.

That evening, Rick outlined his plan to Uncle Clark. He spoke of the stiff competition from the new stores and the impossibility of under-pricing them. He told him of the students' dissatisfaction with the new food places. And then he mentioned the scene in the movie which had given him his brainstorm: to create an atmosphere in the drug store that would lure customers away from the lower prices at the shopping center and back into an old neighborhood store.

Uncle Clark and Rick struck a bargain. Rick would have the opportunity to turn one corner of the drug store into an old fashioned fountain area. With a small amount of capital and lots of ingenuity it could be done. Rick would work it five days a week after school and on Saturdays. If he could attract enough of his friends and other customers to make it a success, Uncle Clark would make him a partner in the business.

STUDENT WORKSHEET NO. 5

MODULE II/COMPONENT 1

1. How did Rick turn change in a community into opportunity?

2. How did Rick become aware of the needs and expectations of people in the community?

3. What kind of response did Rick get from friends and associates? How did they influence him?

4. Do you think Uncle Clark's new business will succeed? Why, or why not?

5. How successful do you think this new business will be in five years? Are there any indications about that?

"OLD AND NEW"OBJECTIVES

This worksheet will help students to:

- . cope with, and even take advantage of, current changes in their community.
- . increase their understanding of their community.
- . maintain a small business' competitiveness in the face of a changing or altered market.

WORKSHEET PRESENTATION

Instruct the students to silently read the case study, "Old & New." Ask them to think about the questions in preparation for a classroom discussion.

ANSWERS

- Question 1: Rick turned change into opportunity by realistically appraising the changes that were taking place in his community.
- Question 2: Rick was a very discerning individual. He perceived the needs and expectations of the people who live in his community. He looked objectively at the "too clean, too bright, too sterile" new department stores and realized that he could create an entirely different type of atmosphere in a corner of the old drug store--the atmosphere of an old-fashioned soda fountain.
- Question 3: Rick got input from his friends. They encouraged him to create the fountain. Because his friends were disgruntled about the new shopping center, he felt motivated to try something new. His marketing paid off.
- Question 4: Yes. The business will succeed because Rick has accurately assessed his community's need for this kind of business.
- Question 5: It will be successful if, and only if, Rick or someone with a similar commitment, is committed to working in this business for the next five years.

ACTIVITY DEVELOPMENT

To put this worksheet into a proper perspective, read about the history of the students' community. In the course of this research, look at the economic and demographic changes that have taken place in the community over the last fifty to eighty years. Note, also, the different types of businesses that have come and gone during these years. Share your findings with the class, and ask the class to discuss the correlation that exists between the economic/demographic changes and the business changes. Describe your research efforts to the students, and encourage them to try a similar activity. They might want to look at their own familial backgrounds, and employment changes that have taken place in their families--a kind of community "Roots"!

YOUR COMMUNITY AND YOUR SKILLS

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OBJECTIVES OF MODULE 11/COMPONENT 2

- . to examine personal skills according to how they relate to a community's needs.
- . to assess personal skills according to how they relate to jobs now available in the community, to entrepreneurship, initiating a new job, or initiating new ideas in an old job.
- . to examine various forms of advertising, competition, and cooperation, and to examine how these forms influence the students' response to their community.
- . to understand the importance of personal skills to any community's well-being.

INTRODUCTION FOR STUDENTS

You now know your community. You know it just as well as you might know an old friend. You know what your community looks like. You know what it has done in the past; you know its weaknesses and strengths. You know its daily needs; and you know its future aspirations.

In this component you'll be asked to take a look at your skills and your talents. You'll be asked to examine and assess skills and talents in the light of your community's needs.

PERSONAL SKILLS AND COMMUNITY NEEDS (What Can I Do Here?)

John, while reading the Careers Column in the Sunday paper, finds that most people go into business for themselves as an alternative to working for others. He also finds that people most often choose a business that uses their experience or training. John would like to work for himself, but he knows that many occupations require working for someone else. If John were interested in health occupations, for instance, he might want to look at his skills and then at his community.

John's Skills: Works well with people; was a medic in the Army; did nursing in hospitals.

John's Community: Part of a metropolitan area; has two hospitals and several nursing homes; population made up largely of older people.

1. Many health occupations require several years or more of college. What are some examples?

2. Other health occupations require less formal education and can be learned mostly by doing. What are some of these?

3. There are two hospitals in John's town where he could work, but he would rather work for himself. What are the skills that John could use in working for himself?

4. What would motivate John to want to work for himself?

5. List some health occupations that John could pursue.

6. Which ones require a great deal of investment in money and time?

STUDENT WORKSHEET NO. 1

MODULE II/COMPONENT 2

7. Which ones do not?

8. Many older people live in their own homes in John's community. How would this influence John's choice?

9. Are you interested in pursuing a health occupation? _____
If so, what would it be?

10. What kinds of opportunities exist in health occupations in your community?

PERSONAL SKILLS AND COMMUNITY NEEDS (What can I do here?)

OBJECTIVES

This worksheet will help students to:

- . coordinate their personal skills with a community's needs.
- . broaden their perception of self-employment and entrepreneurship.
- . see that self-employment is often a viable alternative to a salaried job--even for people who are presently engaged in the health care professions.

WORKSHEET PRESENTATION

Explain that self-employment can be, in many professions, a viable alternative to salaried employment. Explain, also, that many people believe that opportunities for self-employment in the health care professions are limited. Then ask the students to silently read the worksheet and answer the questions.

ANSWERS

There are no correct answers to these questions. Answers may vary slightly. Here are a few valid responses:

- Question 1: Some examples: registered nurse, doctor, paramedic.
- Question 2: Example: attendant.
- Question 3: Communication skills, medic and nursing skills.
- Question 4: He enjoys variety. He may also prefer working outside of an organization, or, perhaps, controlling his own daily schedule and making his own decisions.
- Question 5: Example: home care nurse.
- Questions 6-7 Selected answers from Question 5.
- Question 8: He might provide home nursing services to individuals.
- Question 9-10: Answers may vary widely.

ACTIVITY DEVELOPMENT

To many of the students, self-employment may sound like a lark. But it isn't. It can be very demanding. Ask the students, therefore, to imagine that they are self-employed. The students may choose any line of work they desire--tutoring, plumbing, carpentry, dress designing, flower arranging, etc. Instruct them to write a list of the benefits of this kind of self-employment. Then ask them to draw up a list of the drawbacks about it. Some of the drawbacks are: the need to write your own bills, keep your own accounts, collect on your bills, etc. Instruct the students to compare the two lists. Explain to them that if the benefits outweigh the drawbacks, then they might like to seriously consider self-employment.

SKILLS VS. TITLES (Do I have more skills than my past job titles suggest that I have?)

Have you noticed that job titles are becoming longer and more confusing? Personnel directors may have trouble identifying the specific skills of a job applicant just by looking at job titles. To counteract this problem, many hopeful employees now carry a "skills resume" rather than the traditional "job title resume." Look at the following resume excerpts of Jamie Klinesdorf.

Job Title Resume

Line operating engineer - 4 years with United Technology Co.; soldered transistors to circuit boards.

Inventory disburser - 2 years at Chow Down Foods; stock person.

Skills Resume

United Technology Co.--read blue prints; soldered transistors; increased productivity by suggesting a new assembly line procedure; kept statistics for manager on line productivity.

Chow Down Foods--checked in product from delivery trucks. Posted current price changes; stamped prices; arranged end-of-aisle displays.

Although both resumes are correct, each provides a different type of information. Jamie talked to a personnel director of an employment agency and was surprised to learn that her "skills resume" showed that she already had the basic skills needed to enter a variety of job fields. She chose a job with a medium-size department store where she sets up displays of giftwares, handbags, and luggage. She is also responsible for recording sales per month for these departments in each of the stores.

1. List places you have worked. _____

2. List any volunteer work, non-paying or small-paying jobs you have done since junior high school. For example, cutting grass, baby-sitting, organizing school dance, writing an article for school paper, fund raising, etc.

STUDENT WORKSHEET NO. 2

MODULE II/COMPONENT 2

-
3. Look through your answers to questions 1. and 2. On a separate sheet of paper list at least three descriptions of what you did for each activity or job listed.
 4. Trade your skill sheet with a partner. Have your partner list five job possibilities or alternatives that a person with your listed skills might be good at. Have some want ads handy if you need help thinking of different kinds of jobs.
 5. Are there any businesses or industries in your community that need your skills? Where are these located?
-
6. If they are not in your particular community, where could you look? How would you find them?
-
7. Could you set up a business in your community with these skills? How and why?
-
-

SKILLS VS. TITLES (Do I have more skills than my past job titles suggest that I have?)

OBJECTIVES

This worksheet will help students to:

- . identify and describe two different types of resumes--the "title resume" and the "skills resume."
- . write accurate "skills resumes" for themselves.
- . bridge the gap that often occurs between their work "experience" and the needs of their community.

WORKSHEET PRESENTATION

Instruct the students to silently read the worksheet and answer the questions. An informative discussion could follow.

ANSWERS

There are no correct answers to these questions. Answers will vary widely.

ACTIVITY DEVELOPMENT

Bring samples of both traditional (i.e., "title") resumes and untraditional (i.e., "skills") resumes to the classroom. Using an overhead projector, show these samples to the students and describe the salient differences that exist between them. Then instruct the students to compile their own "title" resumes. The teacher should have available want ads for student perusal and dissemination.

When these resumes are completed, ask the students to translate them into "skills" resumes. Project the students' "skills" resumes with the overhead projector, and compare results.

WANTED: YOU? (What kinds of jobs are now available?)

Survey the newspaper job opportunity section and answer the following questions:

1. What are the three types of jobs that are advertised most frequently?

a. _____ b. _____
c. _____

2. Now list three skills that a person should have to be successful in each of these jobs. For example, if the job were Receptionist, the three skills might be: a) gets along well with people; b) has a pleasant speaking voice; (c) dresses neatly.

Job		Skills
1. _____	a)	_____
	b)	_____
	c)	_____
2. _____	a)	_____
	b)	_____
	c)	_____
3. _____	a)	_____
	b)	_____
	c)	_____

3. Now pick two job listings that you think you might enjoy, even if you have had no previous experience. Next to each job list three skills which you have that would help you to do well at that job.

1. _____	a)	_____
	b)	_____
	c)	_____
2. _____	a)	_____
	b)	_____
	c)	_____

4. Where would you find such jobs in your community?

WANTED: YOU? (What kinds of jobs are now available?)

OBJECTIVES

This worksheet will help students to:

- . use the daily newspaper as a research tool--as a valuable source for career and job information.
- . identify the skills that are currently in high demand.
- . identify the particular set of skills that are required for the successful execution of a specific job.

WORKSHEET PRESENTATION

Bring a stack of Sunday newspapers to the class. Distribute the "Help Wanted" sections of these papers to the students along with copies of the worksheet. Briefly explain the abbreviations that are often used in "Help Wanted" listings. Then ask the students to silently read the worksheet and answer the questions.

ANSWERS

There are no correct answers to these questions. Answers will vary widely.

ACTIVITY DEVELOPMENT

Bring a stack of newspapers that are printed in a variety of locations to the class. Bring The New York Times, the Los Angeles Times, the Boston Globe, or the Manchester Guardian to class. You may wish to include copies of both national and international papers.

Using the newspaper can be an invaluable way in which to familiarize students with their community and with jobs that are available. Many students have not yet begun to see the importance of the "Help Wanted" sections as related to their own job search. This very realistic approach to the employment market offers large and practical insights.

JOBS AND YOUR SKILLS (What do I have to offer?)

The fastest growing part of the labor market is in service jobs. These jobs could serve people's needs, such as a hairdresser, a health worker, or a lawn service. Also, they could serve the needs of businesses in advertising, landscaping, and recruiting new employees, for example. It is helpful to first have a picture of what is available in a community before thinking about a job.

Fill in the boxes below after thinking about the businesses in your community. You may want to do some research and ask questions of people in business.

List three businesses in town	What types of jobs are offered in each business?	How do the employees travel to work in each business?	What types of goods and services does each business use?	What are the major problems facing each business?
A big business: (More than 500 Employees)				
A medium size business: (100-500 Employees)				
A small business: (Fewer than 100 Employees)				

1. How can you serve the needs of the businesses in your community?

2. What business service could you offer to their employees?

3. Think of the skills that you have. What skills could be used to solve the problems facing the businesses in your community?

4. What kind of a job would you qualify for?

5. Does the job exist or would a job need to be created?

6. What kind of a job would need to be created?

JOBS AND YOUR SKILLS (What do I have to offer?)

OBJECTIVES

This worksheet will help students to:

- . define the meaning of the phrase "service job."
- . classify all jobs under the headings of "service" or "non-service."
- . relate their skills to the service needs of their community's businesses, both large and small.
- . practice the kinds of research techniques that are used by successful job hunters.

WORKSHEET PRESENTATION

Ask the students to silently read the worksheet and to study the questions given in the chart. Discuss the recent rise of job oppportunities in the "service sector" of the job market. Explain that "people skills" are more important to success in a service job than are the traditional vocational skills. Ask the students to complete the worksheet as a homework assignment.

ANSWERS

There are no correct answers to these questions. Answers should vary widely.

ACTIVITY DEVELOPMENT

After the students have identified the major problems that are facing some of the businesses in their community, ask them to offer constructive solutions to these problems. First, explain that they need to break any large business problem down into smaller, and easier-to-handle problems. Next, tell them that they need to think of several possible solutions to each of these small problems. And, finally, urge them to construct a plan for reaching each particular solution.

"READING THE SIGNS" (What can I do to help?)

Mario read the community newspapers from cover to cover every week. He was proud of his town and liked to know about the new developments.

One week, a feature article discussed a new ordinance passed by the town assembly which called for a new standard of excellence to be set for outdoor display signs. Complaints had been coming in about the sometimes shoddy, and overbearing signs that store fronts displayed to advertise or announce sales.

As art editor of the school newspaper, Mario was interested in the graphic arts and their commercial applications. Being an outgoing person, he soon began to put some ideas into action. He wrote a letter to the community paper. In his letter he commented on the paper's article and he also described his own idea for a good solution: "Why not include the community in shaping the visual impact of our shopping areas? Hold a contest for a new standard design for permanent and temporary signs--color schemes, type of lettering, size, etc. Open it to all artists in the community, and let the townspeople vote on their favorite design."

He then brought up the same idea at the student council meeting and proposed that a committee of students volunteer to organize the contest.

The next week his letter appeared in the editorial section of the paper with a comment by the editor that this was a good idea, and why didn't the town council take some action along those lines? Mario took the paper over to a neighbor who was a member of the town council and told her that a committee of high school students was willing to organize the contest if the council voted favorably on the idea.

The neighbor introduced the idea at the next town meeting. It was well accepted, and Mario found himself chairing the Committee for Commercial Aesthetics.

This positive introduction to community politics spurred Mario on to future involvement in his town's government.

1. How did Mario become interested in helping his community?

WORKSHEET NO. 5

MODULE II/COMPONENT 2

2. How was the school a factor in working with the community?

3. How did Mario use his abilities to organize and direct a potentially marketable skill?

4. What could have been some of the future roles that Mario took in his town's government?

"READING THE SIGNS" (What can I do to help?)

OBJECTIVES

This worksheet will help students to:

- . examine their community's needs.
- . assess the number and kinds of job opportunities that are available in their community.
- . offer innovative solutions to their community's problems.

WORKSHEET PRESENTATION

Ask the students to silently read the case study, "Reading the Signs." Then ask them to answer the questions in written form. A classroom discussion could follow:

ANSWERS

- Question 1: Mario decided to improve his community's standards of excellence in advertising and graphic arts. This desire led him to send a constructive letter to the editor of his community's newspaper.
- Question 2: The school was a factor in two respects: one, Mario was the art editor of the school's newspaper; and, two, Mario was able to persuade some of the school's students to volunteer for activities that would benefit the community.
- Question 3: Mario used his skills, first by writing the letter to the editor; second by holding the contest; and third, by organizing the group of student volunteers.
- Question 4: Mario enjoys participating in his town's government. He may continue to initiate, design, and develop new jobs for the town.

ACTIVITY DEVELOPMENT

Encourage the students to keep abreast of their community's news by reading their local newspapers. If possible, make these newspapers available for their use during the lunch hour. Several copies of these papers may already be available in the school library. Ask the students to make notes about the news items that interest them. Once a month, devote a class period to a discussion about current activities and issues in their own community.

"MRS. PEARL" (What kinds of skills do other members of my community have?)

Jan first met Mrs. Pearl at the laundromat when the elderly woman's basket overturned, and Jan helped her retrieve some runaway socks. Jan immediately liked Mrs. Pearl, whose faded eyes still beamed with enthusiasm as she thanked Jan with a strong handclasp.

Jan thought the incident was closed, but the next week Mrs. Pearl saw her at the laundromat again and put a beautifully decorated box into her hands. "Just a little something to let you know how grateful I am for what you did," she said, smiling. "I made it myself, you know." She continued, "My father was a cabinet maker from Norway, and I learned to handle wood myself."

"The painting on it is lovely," Jan exclaimed.

"Yes, it's called rosemallings. My Scandinavian aunts did it all the time. Isn't it colorful?"

"Do you sell your handiwork?" Jan asked. Mrs. Pearl shook her head. "I don't know anything about selling. I'm too old to start anything. Sometimes I wish I could, though. I certainly could use the extra money," she sighed.

Jan went to visit Mrs. Pearl and admired all the things she had made. She listened in dismay as the older woman told her of the severe financial problems she and many of her friends were experiencing. "Living on a fixed income can be a frightening experience. Every day it costs more," she said.

Jan was a business major at the local community college. The more she thought about Mrs. Pearl, the more convinced she was that something could be done. With Mrs. Pearl's help, she compiled a list of nearly 80 names of elderly people who lived in the community and who had specific skills--things they could do or teach others to do.

Jan then wrote a proposal to the senior services department of the local government. In her letter, she asked for a sum of money to be spent in promoting the concept of a "Hire a Senior" program. Senior citizens who could afford to have the extra income would be paid directly by clients who used their services, while senior citizens whose social security was ample enough to support them were encouraged to have clients give

STUDENT WORKSHEET NO. 6

MODULE II/COMPONENT 2

donations to the "Hire a Senior" program.

There were many stories that developed out of the program. Younger and middle age people were delighted to find such talent and knowledge in their own neighborhoods. The seniors blossomed with the new contact that they were getting with the community.

For Jan it was a rewarding experience which opened many new doors for her in the community.

1. Jan was sensitive to minority groups in the community, to their needs, and to their capacity to contribute. What evidence is there of this?

2. Considering your own community, which minorities might have special needs--physical, educational, recreational, etc.?

3. One of Jan's strengths was that she could see the solution on a larger scale than just that of small, personal problems. Why is this valuable?

4. How did Jan continue to identify her community's needs and then to meet them?

STUDENT WORKSHEET NO. 6

MODULE II/COMPONENT 2

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"MRS. PEARL" (What kinds of skills do other members
of my community have?)

OBJECTIVES

This worksheet will help students to:

- . recognize the urgent needs of the minority groups within their community.
- . identify and describe these urgent needs, which fall under three major categories: physical, educational, and recreational.
- . meet these needs and, thus, to solve the community-wide problems that grow out of the multiplication of small, personal problems.

WORKSHEET PRESENTATION

Ask the students to silently read the case study, "Mrs. Pearl." Instruct them to answer the questions in written form.

ANSWERS

- Question 1: At first, Jan was only sensitive to Mrs. Pearl's status as a senior citizen. This sensitivity grew into a concern for other elderly people in the community. These people, like Mrs. Pearl, might have unique skills, Jan reasoned. Soon Jan found herself drafting a proposal to the senior service department of the local government.
- Question 2: Answers to this question will vary widely, but it is safe to say that not all of their needs are being met.
- Question 3: Jan refused to get hung up on one problem. She focused on the larger problems and looked for larger solutions. She chose to maintain a broad perspective.
- Question 4: Jan not only helped Mrs. Pearl, but also opted to help many people like her.

ACTIVITY DEVELOPMENT

Ask the students to orally identify the prominent minority groups in their community. Write the names of these groups on the chalkboard. Divide the class into several small groups, and assign one of these names to each group. Instruct the groups to identify and describe the peculiar needs of the minorities that they have been assigned to. One group can conduct research on the needs of senior citizens; another group can consider the needs of women in the community; etc. Then ask

TEACHER GUIDE FOR WORKSHEET NO. 6

MODULE II/COMPONENT 2

the groups to offer constructive comments about the needs of these minorities. Ask each group to summarize its comments in a brief oral report.

Then discuss the relationships that exist between their findings, on the one hand, and community employment opportunities, volunteer work, internships, and other non-paying jobs, on the other. Could non-paying employment lead to further involvement, on a professional basis, in the job market? Have the students known of individuals who started as volunteers? Have the students ever volunteered to help in the community?

JOB CREATION MODULE III

Two Components

- 1. GOALS**
- 2. PLANNING**

Student Worksheets & Teacher Guides

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1982

GOALS

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Worksheet No. 11	STRUCTURING GOALS

OBJECTIVES FOR MODULE III/COMPONENT 1

- . to emphasize the need for concrete goals.
- . to develop and establish personal goals.
- . to translate skills, attitudes, and desires into plausible goals.
- . to instill and foster a desire for achievement and accomplishment.

INTRODUCTION FOR STUDENTS

In Modules I and II, you discovered what you can do, and where you can do it. You identified the skills that you have, and you learned where you can put those skills to work in your community.

But how will you bring your dreams, your skills, and your community together? How will you plan for your future, and know where you are going? How will you decide what to do, where to do it, when to start, and how to end?

MODULE III/COMPONENT 1

There's only one answer to these questions. You will do these things by establishing GOALS--goals which are concrete, realistic, and practical. This component will show you how to establish a goal. It will show you how to create a goal, shape it, and change it, if necessary.

"ALADDIN'S LAMP VS. REALITY"

If someone asked you what you'd like your future work life to be like, you might say, "I'd like to be successful," or, "I'd like to make a lot of money," or, "I'd like to really enjoy what I'm doing."

Most people would give an answer that would be similar to one or more of these three answers. These answers are wishes instead of goals. Both wishes and goals are concerned with the way you would like things to be, but goals are more specific than wishes.

For instance, think about the second statement, "I'd like to make a lot of money," What do you mean by "a lot"? Some people might say \$500, \$5000, or \$50,000. Others would say \$100,000, and still others would call a million dollars a lot of money.

Now think about the making part of making a lot of money. Do you mean making a certain salary every year? "I'd like to make a lot of money" could mean, "I'd like to make \$30,000 a year every year with salary increases." Or, were you thinking of "making a lot of money" as receiving a large lump sum once? "I'd like to make a lot of money" could mean, "I'd like to sell the patent for an invention for three million dollars."

A wish that can be described specifically becomes a goal!

* * * * *

1. Write down some wishes. If you have trouble identifying a wish, pick the statement in the first paragraph that you would most like to be true.

Write your wish here: _____

- _____
2. Now, turn your wish into a goal by making it more specific.

- _____
3. How could a job help you meet the goal? What are some steps that might help you to reach your goal?

"ALADDIN'S LAMP VS. REALITY"OBJECTIVES

This worksheet will help students to:

- . distinguish between idle wishes and dynamic goals.
- . clarify a wish, develop it, and transform it into a goal by making it more specific.

WORKSHEET PRESENTATION

Ask the students to silently read the worksheet and answer the questions. Discuss the various meanings that the following statements could take on for different people: "I'd like to be successful" (How does one define "success"?); "I'd like to make a lot of money" (How is one going to "make" it, and how does one define "a lot"?); "I'd like to really enjoy what I'm doing" (How does one define "enjoyment"?).

ANSWERS

There are no fixed answers to these questions. But here are two guidelines to bear in mind: (1) If, at this time, the students have no strong job-related wishes, allow them to select school or family-related wishes instead. (2) If the students' goals remain sketchy after they have completed the exercise, then underline the vague words that they have used in their written goals and ask them to define them. Definition is a rigorous discipline that demands specificity from the student. Once these words have been carefully defined, instruct the students to rewrite their goals.

ACTIVITY DEVELOPMENT

Very few people are completely pleased with their lives. Most people yearn to change certain facets of their daily experience. Students frequently desire to change their classes, or to just dispense with school altogether. Ask the students in your class if they would like to change anything about their school. Encourage them to agree upon one major change. Then talk about ways in which to make this desired change specific and practical. Could such a change be successfully implemented at the school?

DAYDREAMING VS. WORK

Sometimes daydreaming can be an important way of discovering what you would like to do, a look at the ideal.

Take a moment to think about an ideal work environment. As you daydream, consider these questions:

1. In your ideal work environment . . .

a) are you working with other people, or by yourself? _____

b) do other people ask you for advice or direction? _____

c) how much time do you spend talking, writing, sharing ideas, computing, drawing, designing, pushing a button, working with your hands?

d) are you in a big room, small room, outside? _____

e) are there windows with scenic views, walls with art prints, or other types of decor? _____

f) where is your place of work, in relation to your home?

g) what do you do on break and at lunch hour? _____

h) what do other workers and employees think of this environment?

2. After answering the above questions, list the elements of this ideal work environment that are most important to you. (List them in order of importance to you.)

STUDENT WORKSHEET NO. 2

MODULE III/COMPONENT 1

3. Now spend a moment thinking about where you presently work. How does your current job environment fit your ideal? This evaluation should give you some useful information for considering yourself and your job environment.

DAYDREAMING VS. WORK

OBJECTIVES

This worksheet will help students to:

- . articulate and respect their own individual preferences.
- . establish concrete goals.
- . bridge the gap that falls between the ideal and the actual.

WORKSHEET PRESENTATION

Ask the students to read the first sentence of the worksheet. Then remind them that daydreaming is often held to be a worthless activity, but that, on the contrary, daydreams can often help people to identify their personal priorities and preferences. Instruct the students to answer the worksheet questions.

ANSWERS

Question 1: There is no correct answer to this question. Short phrase answers are acceptable here, but encourage the students to be clear and specific.

Questions

2 & 3: These questions will help the students to describe different aspects of their present work environment, and to determine which aspects are most important to them. There are no correct answers to these questions.

ACTIVITY DEVELOPMENT

Ask the students to prepare two graphs--one that illustrates their ideal work environment, and one that illustrates their present environment. This pair of graphs should emphasize and objectify the marked differences that exist between the ideal and the actual. Then encourage the students to formulate specific plans for the transformation of their current environments into the ideal environments that they have envisioned. What small, specific changes could be made as contributions to the whole transformation? In what order should these changes be made?

IS THERE LIFE AFTER HIGH SCHOOL?

Imagine that tonight is the ten-year reunion of your high school graduating class. You have kept in touch with several members of your class, but there are a lot of classmates that you haven't seen since high school. You are looking forward to seeing them tonight.

Naturally, you will have many questions about your classmates, and they will have questions about you and your life for the past ten years.

Write down some of the things you might tell your classmates about your ten years after high school. You might wish to give specific answers to some of the following questions:

1. What was your first job after graduation from high school?

2. What community was this job in? _____

3. Did you go to college after graduation? _____ Where? _____

4. Did you live near your college after graduation? _____

5. How long did you stay with this first job after high school? _____

After college? _____

6. Where are you employed right now? _____

Where is the job located? _____

How did you become involved in this field? _____

Are you happy in this field, or do you think you might change?

STUDENT WORKSHEET NO. 3

MODULE III/COMPONENT 1

7. If you were to change and start a new business, what would it be?

Where would it be? _____

8. If you were to start a new job, what would it be?

Where would it be? _____

IS THERE LIFE AFTER HIGH SCHOOL?

OBJECTIVES

This worksheet will help students to:

- . define their future lives in terms of expectations and goals.
- . formulate long-range goals.
- . anticipate their future preferences, experiences, and skills.

WORKSHEET PRESENTATION

Before distributing copies of this worksheet to the students, summarize some of the typical changes that people experience during the decade of their lives that follows their high school graduation. In this summary, draw on your own background, the backgrounds of close friends or acquaintances, and, if possible, the experiences of your former students. Distribute the worksheet and instruct the students to answer the questions in written form.

ANSWERS

There are no correct answers to these questions. Answers will vary widely, reflecting individual aspirations, insights, and experiences.

ACTIVITY DEVELOPMENT

A high school student's conception of his/her future life is often unconsciously formed--and restricted--by parents. If a student's father is a security guard, it may be hard to imagine a career as a lawyer. If a student's mother is a school teacher, it may be difficult to conceive the day-to-day activities of a graphics designer. Ask the students to imagine that one of their parents has just launched a new second career. Would this change their answers to the worksheet questions? Would their responses differ if their dads were museum curators? What if their mothers were syndicated columnists for major newspapers? Would these alterations change the students' perceptions of themselves and their futures?

IDENTIFYING GOALS

Goals can work for you and can be accomplished once you learn how to state them. A goal should be so specific that it will be easy to tell when you have reached it. The goal "to be well liked" is not very specific--everyone has a different idea of what "well liked" means. The goal "to go out four different times with four different people in one month" is much more specific, and to some people it might be defined as being "well liked."

That second goal, "four times in one month," makes it easy to tell when the goal has been reached. (Either you have gone out four times in thirty days, or you haven't.) This goal also makes it easier for you to measure the progress you are making toward your larger goal. If you have gone out twice in two weeks, you have a specific idea about how close you are to reaching your goal.

This worksheet should help you to make your goals more specific so that it will be easy to judge the progress you are making toward achieving these goals, and so that it will be easy to tell when the goals have been reached.

1. Before you read further, write down a goal for yourself. Write down something that you would like to accomplish next week, next month, or next year:

2. A good goal should include the "five W's." Now look at your goal and answer the following questions:

a) Who does the goal involve? _____

b) What does the goal involve? _____

c) Where will you spend most of your time to reach the goal?

STUDENT WORKSHEET NO. 4

MODULE III/COMPONENT 1

d) When, or by what date, do you want the goal to be completed?

e) Why? What is the reason for wanting to reach the goal?

3. How is your goal measurable?

a) By time? _____

b) By numbers? (money, people, sales, gross income, salary)

IDENTIFYING GOALS

OBJECTIVES

This worksheet will help students to:

- . identify personal goals.
- . specifically define goals.
- . evaluate their progress in reaching their goals.

WORKSHEET PRESENTATION

Ask the students to read the worksheet and answer the questions in written form. A classroom discussion could follow. In this discussion, stress the importance of having specific, easy-to-evaluate goals.

ANSWERS

Questions 1-2: Answers to these questions will vary slightly.

Question 3: Different goals must be measured in different ways. Encourage the students to identify the easiest way in which to measure their progress.

ACTIVITY DEVELOPMENT

On the blackboard, write three different goals. Ask the students to identify different methods for reaching these goals. Then discuss behavioral objectives as examples of measurable goals. Explain that each worksheet in Job Creation has been written with specific objectives--or goals--in mind. Name a few of the objectives that are cited in the Teacher Guides of some of the worksheets that the students have already completed. You might encourage the students to write their own worksheets, starting with definite objectives and working out to the worksheet itself.

SKILLS AND GOALS

Below are two lists, one of individual skills, and one of individual goals. Look carefully at each list.

Opposite each skill is a goal that could match the skill.

SKILL

- | | |
|--|---|
| 1. Design and mechanical skills. Prefer to work with objects, machines, tools, plants, or animals. | - to open a plant store that specializes in designing unique planters. |
| 2. Mathematical skills. Like to work with data, details, and instructions. | - to work as a free-lance writer of instruction booklets for complicated machinery. |
| 3. Ability to persuade other people. Like to influence, lead, and manage for organizational goals. | - to work as a community organizer in an urban neighborhood. |
| 4. Ability to work with people in education. Like to teach, train, coach, and use words. | - to work in an integrated trade school that prepares people to use a variety of skills. |
| 5. Artistic skills. Like to create, work in an unstructured environment, and use imagination. | - to found an artists' colony where people could work on their own projects and sell their work through one shop. |
| 6. Ability to solve problems. Like to observe, analyze, investigate, and evaluate. | - to work in a small organization doing political polls and analysis. |

QUESTIONSSkills

1. Using the sample list above as a model, write

Goals

Using the sample list above as a model, write down one or

STUDENT WORKSHEET NO. 5

MODULE III/COMPONENT 1

down one or more skills
that best describe
your background.

more goals that could match
your skills.

Skill: _____

Goal: _____

Skill: _____

Goal: _____

Skill: _____

Goal: _____

2. How did you choose these goals?

a) by yourself? _____

b) by conversations with friends? _____

c) by conferring with an employer or potential employer? _____

d) other? _____

3. Check some of the factors that might determine your ability
to reach your goals.

_____ a) educational requirements

_____ b) money to get started

_____ c) apprenticeship or on-the-job training

_____ d) choice of workplace

_____ e) transportation

_____ f) location

_____ g) employer/employee relationship

_____ h) management/labor problems

_____ i) communication

SKILLS AND GOALS

OBJECTIVES

This worksheet will help students to:

- . identify their personal goals.
- . relate their personal skills to specific career goals.
- . use their skills as a foundation on which to build definite career goals.

WORKSHEET PRESENTATION

Ask the students to silently read the worksheet and answer the questions. A classroom discussion could follow.

ANSWERS

There are no correct answers to these questions. Answers may vary widely.

ACTIVITY DEVELOPMENT

Richard Nelson Bolles, in his off-beat manual for job-hunters and career-changers--What Color Is Your Parachute?--names a large number of occupational talents that are not usually thought of as "skills," talents such as "coaching," "persuading," "treating," "supervising," "negotiating," and "mentoring." Ask the students to think about these words, and encourage the students to broaden their definition of the word "skill." A classroom discussion might be helpful.

WHO, WHAT, WHEN, WHERE?

OBJECTIVES

This worksheet will help students to:

- . identify and define their latent expectations about jobs, work, and careers.
- . perceive the variety of social, psychological, and geographical dimensions that each and every job includes or implies.
- . create honest and workable sets of career goals--goals that will embrace every aspect of the students' future lives.

WORKSHEET PRESENTATION

Before distributing copies of this worksheet to the students, explain that no job is "just" a job. Explain that any full-time job consumes a part--a big part--of the worker's life. To a certain extent, our jobs dictate to us where we will live, who we will spend our waking hours with, and how we will feel about ourselves as human beings. Is the promise of a good salary worth the sacrifice of all our personal preferences? After a brief classroom discussion on this topic, ask the students to complete the worksheet. The instructions are self-explanatory.

ANSWERS

There are no correct answers to these questions. Answers should vary widely, reflecting individual preferences, backgrounds, values, and interests.

ACTIVITY DEVELOPMENT

Tell the students that you know of a company that would love to hire each and every one of them. This company offers interesting work, excellent benefits, top salaries, and unlimited promotion opportunities. There are, however, two minor drawbacks about the company: (1) It's located in the northern hinterlands of Siberia; and (2) each new employee is required to sign a contract for life with the company. Ask for volunteers to apply for these excellent (?) positions. A discussion could follow.

Part I

No, if the statement is very untrue or unlike you.

1. I have a job goal that I want to follow.
2. I have a fear of failure in anything I want to accomplish.
3. I do not like to take risks.
4. I have job experiences that will help me to reach my goal.
5. I am a responsible person.
6. My decisions are made for me by others.
7. I start many things that I don't finish.
8. I have difficulty setting directions for myself.
9. I can develop a plan of action to reach a goal.
10. I find myself doing the things I don't like, and neglecting the things I like to do.
11. I can identify problems and ways to overcome them.
12. I look at the positive aspects of life.

[illegible]

STUDENT WORKSHEET NO. 7

MODULE III/COMPONENT 1

Part II

Now look over the above list. List the one most important point of the 12 that you would like to change.

1. How would you change it?

2. Would changing this help you to reach your job goal more easily? _____ If yes, how? _____

3. Now list the components that would be most helpful to you in reaching your job goal.

ATTITUDES, GOALS, AND FUTURE DIRECTIONS

OBJECTIVES

This worksheet will help students to:

- . identify career goals.
- . describe their attitudes toward career goals, both in general and in particular.
- . change their attitudes.

WORKSHEET PRESENTATION

Before distributing copies of this worksheet to the students, explain that personal attitudes--be they good or bad--often have a major impact on the failure or fulfillment of an individual's career goals. Then instruct the students to complete the worksheet in written form. A classroom discussion could follow.

ANSWERS

There are no correct answers to these questions. Answers should vary widely.

ACTIVITY DEVELOPMENT

Part II of this worksheet asks the students to isolate particular attitudes. Encourage the students to devote some time to the improvement of these particular attitudes. Allot each student a specific time period (a week, a month, or an entire semester) in which to correct or alter the attitude that he/she has singled out. At the end of this time period, ask each student to prepare a summary of the work that he/she has done--of the progress he/she has made, and, hopefully of the rewards that he/she has reaped as a result. These summaries may be presented either as oral reports or as written assignments.

TIME GOALS

Mike had always enjoyed working with people. After taking a health class, he was pretty sure that he had found the kind of work that he would most enjoy. Mike's health teacher had once been a paramedic and a nurse, and Mike decided that he wanted to get into the medical field as well.

After questioning his teacher and sending away for brochures, Mike discovered that he had several options for involvement in the health fields. First, he could study at an accredited medical school. Second, he could go through a two-or four-year nursing or health occupations program. Or third, he could work in a hospital or a nursing home as an orderly.

In addition to having occupational decisions to make, Mike also had some personal decisions. He and Sue really wanted to get married in two years when Sue graduated, and Mike wondered if he would be making enough money in two years.

Mike had a time goal. He wanted to be able to support a family in the next two to four years. To help him decide which option to take, he worked through the following questionnaire:

1. Interview someone who is doing what you want to do. Here are some questions to ask:
 - a) How did you get started?
 - b) What activities helped you to get where you are now?
 - c) How long did it take you to reach this level?
 - d) Do you think that you took an average, slow, or fast amount of time to reach this level?
 - e) If slow, what factors contributed to the slowness?
 - f) If fast, why do you think it happened so quickly?
 2. How could this information help you to accomplish your own goals more quickly?
-
-

* * * * *

TIME GOALS

OBJECTIVES

This worksheet will help students to:

- . form and develop realistic time goals.
- . perceive the importance of having time goals.

WORKSHEET PRESENTATION

Instruct the students to carefully read the worksheet. Explain that the worksheet calls for field research. Describe the interviewing process to the students, carefully breaking the process down into three separate steps: (1) obtaining contacts; (2) making appointments; (3) interviewing itself. Contacts can be made by requesting the assistance of school guidance counselors, other teachers, or parents. Ask the students to complete the worksheet and return it within two weeks.

ANSWERS

There are no correct answers to these questions. The only measure of accuracy, here, is your sense of probability and authenticity. Answers will vary widely.

ACTIVITY DEVELOPMENT

Invite a guest speaker to the class. This speaker should summarize the high points of his/her career. When the speaker has concluded his/her remarks, allow the students to question him/her. During the next class session, ask the students to formulate a set of time goals for someone who aspires to the kind of job now held by the guest speaker.

"JILLIAN'S CHOICE"

Jillian danced her way through high school and graduated with a degree in dance from the city college. She loved choreography and decided to form her own dance troupe with several graduates from her class. It was hard work just to stay in shape and dream up new dances, but it was even harder to handle the business end of the company.

Jillian had no idea that so much paper work had to be done to keep a small company afloat. To her surprise, she found that she was quite good at these business details. She quickly learned how to apply for grants, how to handle bookkeeping, negotiate contracts, deal with the media, and handle personal crisis and confusion within the company. She wrote all the advertising copy for the troupe and designed promotional material with the local printer. She was even asked to give a workshop on Business Management for the Small Arts Organization. But even with all this expertise, three years later Jillian's dance troupe was still struggling to stay alive.

One night Jillian attended a performance by a new dance company and recognized several of the dancers as old school friends. The dancing was superb and the choreography terrific. Even better, Jillian admitted, than her own. She was delighted that her old friends remembered her, but was surprised when they began to rave about her reputation as a business manager. They even suggested that if she would ever want it, she could get a job with their company.

That night Jillian did some hard thinking. She still wanted to dance, but she'd actually been doing less and less of that in her own company. Much of her time went toward handling the business. It was also a fact, a hard one to admit, that her dancing and choreography just weren't as good as most of the other troupes she'd seen. Jillian realized that her daydream of becoming a star was perhaps unrealistic and childish, and that she actually felt more self-assured, productive, and happy when she was handling business details. She had to reconsider her original goals.

Jillian decided to arrange a merger between the two troupes and become a half owner of the new combined dance troupe. She would be the business manager, and make a good living promoting her favorite hobby--dance!

* * * * *

STUDENT WORKSHEET NO. 9

MODULE III/COMPONENT 1

QUESTIONS

1. Did Jillian do adequate planning in setting her first job goal? (To have a dance troupe.)

2. List all the business skills Jillian acquired.

Do any of these have a value in areas other than the arts?

3. What was Jillian's first clue that her original job goal might not be realistic?

4. Why do you think Jillian didn't realize that she had business skills?

5. If Jillian had taken a more business-like approach to the founding of her dance troupe, what are some of the steps she would have taken?

a) Compared her own talent to others in her field. _____

b) Assessed competition in the community, such as: many small dance troupes with fairly even division of audience and money; one or two big dance companies

STUDENT WORKSHEET NO. 9

MODULE III/COMPONENT 1

who get all of the public attention and acclaim;
lots of music and theatre, but need for dance
troupe; etc. _____

- c) Consulted others in her field who had successfully
promoted dance companies and some who had failed. _____
- d) Decided if her own desires could best be met by this
career. _____

"JILLIAN'S CHOICE"OBJECTIVES

This worksheet will help students to:

- . define and clarify their own career goals.
- . develop their native talents.
- . broaden their self-perception.

WORKSHEET PRESENTATION

Ask the students to silently read the case study, "Jillian's Choice." Instruct them to read the questions in preparation for a classroom discussion.

ANSWERS

Answers to these questions should vary widely. Here are some possible answers:

- Question 1: Apparently not. The case study states that she had no idea that so much paper work had to be done. Her only original motivation was her love of dance.
- Question 2: (a) How to apply for grants, do bookkeeping, negotiate contracts, deal with the media, write advertising copy.
(b) Yes. Almost all of these skills could be used in entirely different fields of work.
- Question 3: The simple fact that her troupe was still struggling to stay alive; or, perhaps, her admission that her friend's troupe was better than her own.
- Question 4: She had never before thought of herself as anything but a dancer. She had limited her perception of herself, her character, and her skills.
- Question 5: All of these answers are correct. The students could add others.

ACTIVITY DEVELOPMENT

Invite local dancers, actors, rock musicians, or writers to the class, where the students and the artists can talk one-on-one. Ask these artists to explain how and why they selected their respective careers. Ask them to explain, also, what their career goals are, and what particular talents are necessary for success in their respective disciplines.

"NEW DIRECTIONS IN AN OLD WAY OF LIFE"

Dave longed for a sense of independence and freedom. Ever since he was a small boy, he'd lived on a farm. He'd accepted the farmer's life style without question. After all, it was the only life he'd ever known. But his high school years brought him into contact with kids who didn't have to rise before the sun to hook up dozens of cows to their milking machines, and who didn't have to go straight home after school to drive a tractor around a large farm. He still respected his dad's discipline and ambition, but wanted to be free from the responsibilities of farm life.

Against his parents' protests, Dave moved to the city the summer after his graduation from high school. He planned to look for odd jobs here and there, and enjoy his free time. He took in the sights and sounds of the city life, socialized a lot, and found a new direction.

Dave didn't have as much leisure time as he'd expected. Making a living in the city was a lot harder than he'd expected, too. Odd jobs were not easy to come by, and the competition was fierce. His areas of expertise were valuable on the farm, but there wasn't much call for milking cows or repairing tractors in the middle of the city!

As the summer drew to a close, Dave saw only three options open to him. He could return to the farm and work for his father; he could continue to struggle in the city; or he could enter a college or school and develop some skills that would widen his job possibilities. He chose the third option.

A summer in the city revealed to Dave that the freedom he wanted was not freedom from an agricultural career, but only freedom from childhood under his parents' roof. His independence could only come if he was able to employ himself in a field where he would be successful and satisfied as well.

Dave enrolled in a college and majored in agriculture. He was fascinated with the wide variety of technical, scientific, and business opportunities connected with farming on a large scale. By the end of his second year, his goals were fixed. He decided that his future lay in a career as a soil specialist. He'd do research on the impact of chemical fertilizers on the land, and study the alternatives in natural and organic pest control and soil enrichment.

STUDENT WORKSHEET NO. 10

MODULE III/COMPONENT 1

Dave could work for himself as a farm extension agent, or with an agricultural products company. He'd be able to live in the city, but spend a lot of time on the land that he loved.

Dave found his new direction without completely leaving the old way of life!

QUESTIONS

1. What would Dave have needed to make enough money to support himself with odd jobs in the city?
 - a) Marketing skills? _____
 - b) Good sense of direction and map reading skills? _____
 - c) Plenty of friends/connections to refer work to him? _____
 - d) Specialization in a skill with great demand and less competition? _____
2. Why wasn't one of Dave's options to go out and buy his own farm?

3. Had Dave defined his job goals before leaving his home?

4. Why did Dave go to a college for job development?

5. What other farm-related jobs might he have found training for in school?

"NEW DIRECTIONS IN AN OLD WAY OF LIFE"

OBJECTIVES

This worksheet will help students to:

- . prepare for careers.
- . explore and research all careers that are related to their native skills and interests.
- . discover new career applications for old and jaded disciplines.

WORKSHEET PRESENTATION

Ask the students to silently read the case study, "New Directions in an Old Way of Life," and answer the questions in written form. A classroom discussion could follow.

ANSWERS

- Question 1: Dave needs all of these items.
- Question 2: Dave did not opt to buy his own farm because (a) he lacked capital; (b) he didn't like the slow-paced rural life-style of the farmer.
- Question 3: No.
- Question 4: He enrolled in the state university because (a) he needed new skills; (b) tuition rates at the state university were within his family's means; (c) it would broaden his narrow perspective.
- Question 5: Tractor engineering and sales, the development of innovative technology in farm equipment, or management activities with a firm that specializes in agricultural products.

ACTIVITY DEVELOPMENT

If the students are urban dwellers, arrange for them to take a field trip to a farm. Ask the owner of the farm to describe the work that goes on during an average summer day. The students may find some of their misimpressions corrected. If students live in the country, arrange for them to take a field trip to the nearest urban center. Students may gain more realistic impressions of city life.

STRUCTURING GOALS

After working through the worksheets in Module III, you will probably come up with a number of different goals.

Look at the list of goals below. Make a check mark next to the personal goals applicable to yourself. In the space provided, add any other goal that is important to you.

- ___ a) to make more money (present job); to get a raise
- ___ b) to decide what to do after graduation
- ___ c) to get to know more people
- ___ d) to get to know more people in my job field
- ___ e) to know more about job possibilities
- ___ f) to have more friends
- ___ g) to do better in school
- ___ h) to improve the way I look and dress
- ___ i) to spend more time on a hobby, or to find a new hobby
- ___ j) to complete school
- ___ k) to buy a car (or a new car)
- ___ l) to get my own apartment or room
- ___ m) to have more time for sports
- ___ n) to have more time for recreational activities
- ___ o) other _____

Read through your list of goals and put a number "1" next to those goals that are most important to you.

Then read through your goal list again and put an "X" next to those goals that seem most unimportant on the list.

STRUCTURING GOALS

OBJECTIVES

This worksheet will help students to:

- . identify goals and establish priorities.
- . use goals and priorities as the two focal points of any plan of action.
- . use their time wisely, effectively, and efficiently.

WORKSHEET PRESENTATION

Instruct the students to silently read and complete the worksheet. A classroom discussion could follow.

ANSWERS

There are no correct answers to these questions. Answers will vary widely.

ACTIVITY DEVELOPMENT

Ask the students to make lists of goals. Collect these lists from the students, and make a compilation of them. Type the compilations, leaving out names, and make copies for the students. Active exchange of ideas, through assessing and comparing lists, could follow.

PLANNING

TABLE OF CONTENTS

Worksheet No. 1:	BACKWARD PLANNING.
Worksheet No. 2:	OVERCOMING A PROBLEM.
Worksheet No. 3:	"NEGATIVE TO POSITIVE: OVERCOMING BARRIERS TO A NEW JOB."
Worksheet No. 4:	"THE RIGHT MIXTURE: FINDING PEOPLE WHO CAN HELP YOU."
Worksheet No. 5:	"AN ANSWER TO FIT THE PROBLEM."

OBJECTIVES FOR MODULE III/COMPONENT 2

- . to translate goals into plans.
- . to develop individual ability to reach goals.
- . to emphasize the importance of planning.
- . to develop latent perception, discipline, and orderliness.

INTRODUCTION FOR STUDENTS

Goals are important, yes. But goals are only one part of a larger activity known as planning. A goal, without a concrete plan for reaching it, is like an airplane without wings: it has nothing to hold it up, keep it moving, or even "get it off the ground."

In this component, you will learn how to develop plans. You will learn how to go about reaching your goals through step-by-step planning.

BACKWARD PLANNING

Once you have chosen a goal, such as "start a company newsletter," "learn to operate a drill press," or "find a job as a horticulturist," you are ready to devise a plan for reaching that goal.

You probably already have an idea of many of the steps that you will have to take before you reach your goal. But if you are like most people, you haven't taken the time to list those steps in order. The simplest way of finding the correct order is to begin with the end result, or the goal, and then ask yourself, "What must I do before I can accomplish that?"

Juanita, an enthusiastic senior in the HERO program, wanted to compete in the regional HERO contest on May 7th. She was also planning on going to the senior prom with her boy friend, Miguel, on May 14th. She decided to make a dress for her HERO project that she would design and sew herself. Then she could wear the dress to the prom. Designing and making the dress was her goal.

She had two dates--May 7th, the contest date, and today. Juanita had the beginning and end of her project.

Start
April 1

>>

HERO
Contest
May 7

Juanita then listed all of the things that she would need to accomplish in order to complete her project:

1. Design dress style.
2. Design pattern pieces.
3. Buy fabric.
4. Cut out pattern pieces.
5. Baste to fit.
6. Sew formal.
7. Hem and press.

After listing all of the steps, she had to work back from May 7th and determine how long each step would take. When she was finished, she added the steps to her chart and she had a finished plan.

STUDENT WORKSHEET NO. 1

MODULE III/COMPONENT 2

Start dress Apr.1	Design pattern Apr.11	Buy fabric Apr.23	Cut out pattern Apr.24	Baste to fit Apr.25	Sew formal May 4	Hem & press May 5	HERO contest May 7
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Think of something that you would like to accomplish--a goal. Think of the steps you would need to go through in order to complete it. Make a plan for reaching the goal you choose, using Juanita's plan as a model.

Goal _____

Steps to complete goal

Date

BACKWARD PLANNING**OBJECTIVES**

This worksheet will help students to:

- . reach their goals through careful planning.
- . develop concrete, realistic sets of plans.

WORKSHEET PRESENTATION

Ask the students to silently read the worksheet. Orally summarize the organizational process that Juanita used in order to develop her timely plan. Discuss the merits of Juanita's plan and ask the students to develop their own plans. You may want to give them a list of suggestions.

ANSWERS

This worksheet contains no formal questions. It has, therefore, no formal answers. Students are encouraged to write and discuss steps to complete goals.

ACTIVITY DEVELOPMENT

Expand the scope of this worksheet through an exercise in group planning. Assign a final project to the class, a project which, either because of its size or because of its detail, requires a team effort from the students.

Through discussion and analysis, break the project down into a number of small, specific jobs. Help the students to decide which of their fellow students would be best qualified for each particular job, then make job assignments. Set up a time chart for the entire project, and shepherd the project through its various phases to completion.

OVERCOMING A PROBLEM

Once you have established a job goal, it is sometimes hard to reach that goal. Many things might present problems that you need to overcome.

As one way to examine his problems, John decided to take six steps in working toward his goal of opening a plant store. Although he had several problems to overcome--like raising money and finding a site--he decided to look at them one at a time. He started with his lack of training in running a business.

Follow John's example and develop a job goal for yourself. Then try to think about the job in the way that John has. Write your comments in the appropriate spaces.

John's Goal: To
open a plant store
that specializes
in designing
unique planters.

Your Goal _____

What John did.

What you can do.

1. IDENTIFY A
PROBLEM

"Although I have studied horticulture and pottery, I don't know much about running a business."

Write one problem you need to overcome in order to reach your goal.

2. LIST IDEAS FOR
SOLVING PROBLEM

"Call the Small Business Administration for help; enroll in evening classes; talk to small business owners."

List some ideas to solve your problem.

3. PROJECT THE
OUTCOME OF
EACH SOLUTION

"The SBA will have general information, but nothing about my idea in particular."

What would be the likely outcome of each of your solutions?

STUDENT WORKSHEET NO. 2

MODULE III/COMPONENT 2

"Classes would provide a lot of information, but may be expensive and time consuming."

"It is easy to talk to people in business, but their time is limited."

4. PLAN ACTION

John decided to talk to as many people in business as possible.

What action would you choose?

5. TAKE STEPS TO COMPLETE ACTION

John called all the people he knew in business and asked for appointments. Then he asked each friend to introduce him to someone else.

How would you carry out your plan?

6. EVALUATE THE OUTCOME

John got a lot of good advice on running a business. Several people told him to contact the SBA on taxes for small businesses.

How did your plan actually turn out?

Several people suggested attending one or more of the SBA seminars.

OVERCOMING A PROBLEM

OBJECTIVES

This worksheet will help students to:

- . develop realistic career goals.
- . identify problems that would prevent them from reaching such career goals.
- . develop a set of systematic problem-solving skills.

WORKSHEET PRESENTATION

Ask the students to silently read the introductory comments to the worksheet. Then orally lead the students through the six steps that John used in his efforts to reach and evaluate his goal. Carefully explain the reasoning that led John from one step to the next. When the students have grasped the logic and continuity that underscore John's plan, ask them to complete the worksheet.

ANSWERS

There are no correct answers to these questions. Answers will vary widely.

ACTIVITY DEVELOPMENT

Instruct the students to put their respective plans into action. Ask them to keep track of their progress by taking notes as they go along. These notes should include the names of contacts, the names of businesses, and the specific information that each contact yields for them. Allow the students several weeks to complete this assignment. At the end of this time, ask the students to summarize their findings and conclusions in written form. Instruct them to hand in their notes along with their summarizations.

"NEGATIVE TO POSITIVE: OVERCOMING BARRIERS TO A NEW JOB"

The following three people all have job goals for themselves. But specific problems are preventing them from moving ahead. After each statement, write down two or three points of advice that you might share with them if you were their friend, parent, or counselor. Be as specific as possible. Old sayings like, "Be patient," or, "Why don't you try something else," aren't really solutions.

1. Aldo is a fine guitarist. His family moved from Italy to New York seven years ago. He has learned English, and is doing all right in school. He desperately wants to get some jobs with his band--three other musicians from his neighborhood. They need a new public address system and some suggestions on new places to play.

"We need equipment, but there is no time to work extra hours, what with school and the practicing we need to do. The only gig we've had is at the youth center three blocks away. But that's for free, and everybody there has heard all our sets. What should we do?"

2. Lucy has recently turned her hobby of growing and raising plants into a business. She propagates plants from stem cuttings, and starts others from seeds. But after an initial flurry of success with people in her own neighborhood, business has slowed down.

"I've tried other neighborhoods--door to door--but nobody seems interested. Wouldn't you think that if people on this block like my plants, other people, other families, would too? What am I doing wrong?"

STUDENT WORKSHEET NO. 3

MODULE III/COMPONENT 2

3. Mr. Tominsk is a widower who lives in an old neighborhood of Chicago. He has always managed on his Social Security pension, but each year it gets harder to make ends meet. He used to work as a tailor, but he is now unable to make the long trip downtown and unable to work a tiring eight-hour day. But he still enjoys sewing and often does alterations for his nephew and family who visit him once a week.

"I really need some extra money, so I won't be a burden to other people. I'd do about anything at all, so long as I could do it here at home and avoid those long hours. You understand."

"NEGATIVE TO POSITIVE: OVERCOMING BARRIERS TO A NEW JOB"

OBJECTIVES

This worksheet will help students to:

- . realize that most business problems can be solved through objective evaluation or reassessment.
- . solve their business or employment problems in a rational, methodical manner.

WORKSHEET PRESENTATION

Instruct the students to silently read the three case studies found in the worksheet. Discuss alternative solutions to the problems cited in each case study. Ask the students to complete the worksheet in written form, using whatever suggestions they feel would be most constructive. Encourage the students to be as constructive and as specific as possible, and to avoid cliches such as "Well, just keep working at it," or "Be patient." Explain that such cliches include or imply negative value judgements, and are rarely helpful.

ANSWERS

There are no correct answers to these questions. Answers will vary widely. Nevertheless, here are a few valid responses:

- Question 1: Aldo and his friends don't necessarily need a new P.A. system. He could perform at restaurants, night clubs, and coffee lounges, most of which have their own P.A. systems.
- Question 2: Lucy might be able to sell her plants to the owners of retail plant and flower shops.
- Question 3: Mr. Tominsk should make use of his tailoring skills. He might like to run a small advertisement in the local papers. He might, also, work on consignment for a local cleaner.

ACTIVITY DEVELOPMENT

Ask the students to spend a few minutes thinking about the different tragic figures that are portrayed in literature, film and television. These figures can run the gamut from Macbeth to Rebel Without a Cause.

Then ask the students to discuss or write the causes of these tragic figures' problems. Finally, encourage the students to offer solutions to these problems. Could such tragic circumstances be avoided or corrected?

"THE RIGHT MIXTURE: FINDING PEOPLE TO HELP YOU"

Jake was a high school senior with an idea whose time had come! His drawings had been admired by family and friends since he had started sketching in the second grade. Teachers had encouraged him along the way, and he had often managed to see his "Ralph the Robot" cartoons published in the school paper.

But compliments were no longer enough. Jake wanted to be a professional cartoonist. He was convinced that he could make the big step from Ralph as a cartoon-hobby to Ralph as a cartoon-business. Jake needed money for some kind of formalized education or training after high school. Working on cartoons might bring in money and improve his talent. How could he start, and where? Who could help him?

Jake's dad was usually away from home. His work involved selling plumbing equipment over a three-state area. Since he had regular customers in a lot of small towns, he was often gone for two or three weeks at a time.

Jake's mother owned her own gift shop and often worked ten or twelve hours a day to make a small profit.

Jake's town, Green Tree, Nebraska, was a small and neighborly place. The owner of the town newspaper also owned the only printing business in the area. His name was Bob Palmer and he knew Jake from his connection with the high school. Bob had always printed the school paper for cost, and had occasionally let Jake draw some of his designs on a light table. They were later run off on the offset press.

As Jake thought about planning his "Ralph the Robot" business, he wondered how to begin. How could he start building his business with Ralph in Green Tree? His best friend, Bick, would have ideas, he thought. Bick was the "smart kid" in school--the guy who always won writing contests and wrote editorials for the school paper. He always cracked a lot of one-line jokes in class, and managed to annoy everyone.

So Jake grabbed his latest "Ralph the Robot" cartoons and headed for Bick's house.

STUDENT WORKSHEET NO. 4

MODULE III/COMPONENT 2

He had to decide how to get started. Then he had to decide what people could help him to reach his goals.

* * * * *

QUESTIONS

It is difficult to begin a new job without cooperation of some kind. Everyone needs to find an individual who can and will help us. If we are persistent enough, the people around us--those who we see every day--can help us get new ideas and get new jobs "off the ground."

1. Listed below are some of the people most interested in Jake's future. Try to think of at least one way each could help get Jake's business going.

a) Former art teachers. _____

b) Jake's dad. _____

c) Jake's mother. _____

d) Bob Palmer. _____

e) Bick. _____

2. Does living in a small town have any bearing on Jake's goals?

3. If you were in Jake's shoes, would you try to start a business in high school?

4. What would be some of the advantages? Some of the disadvantages?

5. Would you want to wait? Why, or why not?

"THE RIGHT MIXTURE: FINDING PEOPLE WHO CAN HELP YOU"

OBJECTIVES

This worksheet will help students to:

- . initiate new employment opportunities and ideas by communicating with active, interested, and sympathetic people.
- . make the difficult transition from school to the professional work world.

WORKSHEET PRESENTATION

Ask the students to silently read the case study, "The Right Mixture." Instruct them to answer the questions in written form. A classroom discussion could follow.

ANSWERS

There are no correct answers to these questions, and answers may vary widely. Nevertheless, here are a few valid responses:

- Question 1:
- a) Former art teachers: letter of reference to prospective newspaper employers; professional advice on the quality of Jake's work.
 - b) Jake's dad: carry cartoon samples to small town newspaper offices in his three-state area; use "Ralph the Robot" as a logo in his plumbing business or in his advertising.
 - c) Jake's mother: offer individualized posters or cartoon service to customers for special occasions, on commission.
 - d) Bob Palmer: could contract Jake for regular editorial cartoons for the Green Tree Gazette; could work out a business arrangement with him for use of the offset press to print cartoons and greeting cards.
 - e) Bick: with his writing ability, could offer help or partnership on story lines for the cartoons, or sentiments for "Ralph the Robot" greeting cards.

Questions 2-5: Student discussion will reflect individual assessment of entrepreneurship--its disadvantages and advantages.

ACTIVITY DEVELOPMENT

Acquaint the students with the Occupational Outlook Handbook. Explain that this book can be a valuable resource tool for any career planner. Bring several old copies of the Outlook to class, and allow the students to browse through them for items that might interest them. Encourage them to find new uses for the skills they already have.

"AN ANSWER TO FIT THE PROBLEM"

Regina left her friend's apartment with a heavy heart. It was obvious from this visit with Helena that Helena had not been able to free herself from her drug addiction. She clearly needed more help and support than her small circle of friends and family could give. The county hospital had a drug rehabilitation program, but no one from the community had ever been admitted willingly.

The hospital was understaffed, and the doctors rarely had the time to deal compassionately with their patients. It was also impractical, if not impossible, for women with family responsibilities to commit themselves to the hospital program. Who would take care of the house, the kids, and the husbands?

Regina was considered the lucky one in her community. Her family had had enough money to send her to a state college where she'd been trained to be a registered nurse. She'd never have to worry about a job. There was always a demand for a good nurse. But Regina was angry with herself and with society because neither she nor anyone else had ever encouraged her to become a doctor. A doctor could start a clinic, or set up a private practice wherever there was a need for one. A nurse was limited to working for a doctor in either a hospital or a nursing home.

"Women with problems need women with answers," she told herself. "Or, more specifically, women doctors!" Her anger would not let her stop there. She knew that there was a great need in her community for a small clinic sensitive to the needs of young women and mothers. The hospital could offer medical assistance, but that was the smallest part of the solution. Her clinic, she decided, would have to offer a wide variety of services: temporary shelter, marriage counseling, support groups, child care, home visits, nutrition classes, family planning, drug rehabilitation programs, as well as routine and emergency medical attention. And, most important, it would have to be staffed with women who knew the community.

Regina felt she'd found her own goal, but the ways to achieve it were varied and difficult. She could go back to school and study to become a doctor--if she could find the money and pass the entrance examinations. But that would take years, and she wasn't sure she wanted to go through the schools again.

STUDENT WORKSHEET NO. 5

MODULE III/COMPONENT 2

The other option was to find at least one doctor who would be willing to start a clinic that Regina would organize and operate. This seemed a better solution, and Regina set out to explore the planning of such a venture. Since hers was a poor community, the clients couldn't be expected to pay for all of the services. Some sort of city, state, or federal support was needed. Grants would have to be applied for, forms filled out, red tape overcome, and bureaucrats talked to.

Regina wrote out an organizational list:

1. Find at least one doctor, preferably a woman, who would be willing to head a clinic.
2. Make a survey of community needs and profiles. This survey should make the need for such a clinic obvious.
3. Visit several clinics in other communities and see how they got started.
4. Contact the Board of Health.
5. Check local zoning ordinances.
6. Find a lawyer who is willing to donate his or her time to handling the clinic's legal problems.
7. Write up a proposal outlining the goals and the procedures of the clinic.
8. Take care of myself and stay optimistic! It's a good cause!

* * * * *

QUESTIONS

1. Why did Regina feel that she wasn't the only one who could start a clinic? _____

2. Sometimes years of additional schooling may not be appropriate to carry out a career goal. Why is that true in Regina's case? _____

STUDENT WORKSHEET NO. 5

MODULE III/COMPONENT 2

3. Why did Regina need to write a list of things to do?

4. Which item on Regina's organizational list would require the most time and work?

5. How did Regina overcome her resentment about not having had a chance to become a doctor?

6. How did Regina's goals change as she gained new ideas and insights? How did a larger perspective about the problems involved contribute to Regina's goals of meeting the unanswered problems?

"AN ANSWER TO FIT THE PROBLEM"OBJECTIVES

This worksheet will help students to:

- . turn strong impulses and desires into practical goals.
- . develop realistic plans for reaching these goals.
- . capitalize upon their strongest senses of contribution and commitment.

WORKSHEET PRESENTATION

Ask the students to silently read the case study, "An Answer to Fit the Problem." Discuss the questions as a class, then instruct the students to answer the questions in written form.

ANSWERS

- Question 1: Regina realized the need for a person with administrative skills, as well as the need for a person with medical skills.
- Question 2: She gained these skills through on-the-job experience, as well as through her daily interaction with other people.
- Question 3: So that she could list the activities in a logical order, and also so that she wouldn't forget anything.
- Question 4: Finding someone to head the clinic.
- Question 5: By finding an alternative way in which to reach her goal and desire.
- Question 6: Through a clear understanding of the large problems involved in her undertaking, Regina was enabled to modify her goals and go beyond her initial frustration.

ACTIVITY DEVELOPMENT

Ask the students to share some examples of problems in their community. Divide the class into several small groups, and ask each group to address itself to the solution of a particular problem. In the course of this work, each group should (1) state the problem clearly and (2) the possibilities of solutions.

JOB CREATION MODULE IV

Three Components:

- 1. GETTING WHAT YOU WANT: INNOVATION AND RESOURCES**
- 2. INITIATING NEW IDEAS AND NEW JOBS**
- 3. ENTREPRENEURSHIP**

Student Worksheets & Teacher Guides

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GETTING WHAT YOU WANT: INNOVATION AND RESOURCES

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Worksheet No. 2. NEEDED: INVENTORS

Worksheet No. 3. THE INNOVATIVE PROCESS

Worksheet No. 4. RESOURCES AND RESOURCE PERSONS

OBJECTIVES OF MODULE IV/COMPONENT 1

- . to help students to get what they want out of life.
- . to stress the importance of innovativeness and resourcefulness.
- . encourage the development of the students' own innate inventiveness.
- . to increase students' understanding of resourcefulness.
- . to help students to pinpoint necessary resources.
- . to motivate the students to investigate original ideas and resources.

INTRODUCTION FOR STUDENTS

In Module III, you learned that there's no mystery about success in business. All success, you learned, starts with goals and ends with planning.

Yet, you may feel that there's more to success than this. You may feel that we haven't yet told you some deeper, more important, secret. And you're right. We haven't.

There is, indeed, something more to success than goals and planning. There are, in fact, two more ingredients in the recipe for "getting what you want." These key ingredients are innovation and resources.

Of these ingredients, innovation is, by far, one of the most important. It is also one of the rarest, and one of the hardest-to-find. It is also essential to all business enterprise. It demands a combination of skill and sheer perseverance. This component will show you how to get started.

GETTING WHAT YOU WANT

Think of someone who is good at convincing others to do what he/she wants them to do. Circle the letter of each of the following descriptions that apply to this person. Then underline the letters of any other descriptions that you feel would help anyone to be persuasive.

A Seems honest	J Seems intelligent
B Uses a big vocabulary	K Talks a lot
C Talks in a loud voice	L Is friendly
D Looks people straight in the eye	M Seems self-conscious
E Whispers	N Seems like a leader
F Seems interested in your idea	O Listens intently
G Looks around the room when you talk	P Pouts if others disagree
H Is enthusiastic about the idea	Q Is unsure of the facts regarding an idea
I Knows a lot about the subject	R Is open to suggestions

QUESTIONS

1. If you wanted a bank to loan you money to start a business, which four of the above descriptions would be most valuable in helping you to get a loan?

_____ Why? _____ Why? _____

_____ Why? _____ Why? _____

2. If you wanted to change to a more responsible or higher-paying job in the company where you now work, which four of the above descriptions would be the most valuable in helping you to get the job?

STUDENT WORKSHEET NO. 1

MODULE IV/COMPONENT 1

____ Why? _____ ____ Why? _____
____ Why? _____ ____ Why? _____

3. If you came up with an idea for an entirely new job within the company you now work for, and if you wanted to convince the president to give this idea a try, which four of the above descriptions would help you?

____ Why? _____ ____ Why? _____
____ Why? _____ ____ Why? _____

GETTING WHAT YOU WANT

OBJECTIVES

This worksheet will help students to:

- . analyze persuasive speech and professional attitudes and how these relate to business.
- . make a good impression.
- . relate improved speech, behavior, and attitudes to an improved measure of success.

WORKSHEET PRESENTATION

Ask the students to complete the worksheet silently. A brief discussion could follow.

ANSWERS

There are no correct answers to these questions. Answers may vary from student to student, but they shouldn't vary too widely. Descriptions E, G, P and Q are obviously bad answers to Question 2.

Each of the questions is cast into a "why?" format. This format should stimulate discussion.

ACTIVITY DEVELOPMENT

There is an art to speaking effectively during an interview or an important meeting. We may not become persuasive communicators overnight, but we can improve our speaking and interviewing skills gradually, step-by-step.

Pair off the students in your class. Have each pair conduct a mock interview in which one student takes the role of a personnel staff member, while the other pretends to be an interviewee. Both the interviewer and the interviewee can then practice their professional presentation and communication skills.

Television is notorious for its persuasive power in the market place. Ask the students to choose any one-person, or monologue-type, commercial on the television. Ask them to make careful observation of the persuasive style of the actor selling the product. They should then list those qualities (A-R) from the worksheet which apply to the commercial.

NEEDED: INVENTORS

Have you ever thought of yourself as a Thomas Edison, Marie Curie, or an Alexander Graham Bell? Even though you may not be as famous as these individuals were, you are probably more of an inventor than you realize. An inventor is someone who (1) creates a new object, or (2) devises a new idea, or (3) discovers, through study or experimentation, a new method.

Being an inventor on the job can be profitable as well as enjoyable. Look through the following list of questions. These questions may spark your creative genius!

If you were the head of the company that you work for. . .

- 1) How would you make the workers more efficient?
- 2) How would you cut down on the large amount of money spent on office supplies, such as paper, pens, paper clips, tape, and envelopes?
- 3) How would you make the working environment more pleasant?
- 4) How would you include more employees in the decision-making process?

If you were able to create the perfect job for yourself within the company where you now work . . .

- 1) Would you deal with people, with objects, or with some kind of paper work?
- 2) Would you teach, train, or supervise others?
- 3) Who would supervise you?
- 4) How would you benefit the company by having this job?

If you were able to start your own business, and if this business offered competition to the company that you now work for . . .

- 1) What good ideas from your present company would you keep? Circle any of the following:

STUDENT WORKSHEET NO. 2

MODULE IV/COMPONENT 1

Number of employees

Report forms

Salary amounts

Working conditions

Fringe benefits

Employer/employee
relations

Time scheduling

Other _____

2) What would you change or improve? _____

3) Could you find other types of customers or clients that
your present company doesn't attract? Could you find
another market?

NEEDED: INVENTORS

OBJECTIVES

This worksheet will help students to:

- . develop broader definitions of the words "inventor" and "creator."
- . think of themselves as either potential or present inventors.
- . make larger contributions to the companies for which they will work.

WORKSHEET PRESENTATION

Before distributing copies of the worksheet to the students, briefly summarize the lives and work of Thomas Edison, Marie Curie and Alexander Graham Bell. Then ask the students to read and complete the worksheet at home.

Collect the worksheets the next day and write your comments in the margins. You may not wish to discuss the students' innovative suggestions in the classroom. In this way, you may encourage them to express their ideas freely, and may, also, protect them from each others' criticism.

ANSWERS

There are no correct answers to these questions. Answers should vary widely.

ACTIVITY DEVELOPMENT

Ask the students to originate a new method for teaching your class. The new method should both meet with success in the classroom, and be entirely original. The students might like to incorporate audio/visual equipment or worksheets into their methods. If one of the students succeeds in creating a new teaching method, ask him/her to adapt the method to a younger group of students.

Ask the students to imagine themselves in charge of personnel at a large steel foundry. The workers are efficient enough, but employee turnover is great because of the strenuous labor that the job demands. What creative (but low cost) fringe benefits could be devised to help enhance employee satisfaction? (Examples: regularly scheduled company socials, periodic "job trading" within the plant, in-house college courses offered to workers, activities for spouses, prizes for "worker of the month.")

THE INNOVATIVE PROCESS

Any inventor can tell you that most ideas "go back to the drawing board" several times before they are introduced to the public. You often get only one chance to present an idea to the public, so it's important to always present the most carefully thought-out and fool-proof plan possible.

The following questions should help you to avoid returning to the drawing board too often.

Take one of the ideas that you came up with in Worksheet No. 2 (Needed: Inventors). Or, think of a new idea that would help your present company, or improve your job, or create a new job.

State this idea here:

Questions:

- 1) Who, at your job, will like the idea from the beginning?

- 2) Why will that (those) person(s) like it? _____

- 3) Who might not like it? _____
- 4) Why won't they like it? _____
- 5) Is there a way in which you can change the idea so that they will like it instead of opposing it?

- 6) Who has to approve the idea before you can put it into practice?

(List the positions held by these workers.)

STUDENT WORKSHEET NO. 3

MODULE IV/COMPONENT 1

- a) _____ c) _____
b) _____ d) _____

7) Which individuals from the above list should you contact first?

_____ Why? _____

8) What questions about your idea might this person ask?

THE INNOVATIVE PROCESS

OBJECTIVES

This worksheet will help students to:

- . anticipate negative responses to their innovative ideas.
- . eliminate these responses.
- . implement their ideas.

WORKSHEET PRESENTATION

Ask the students to silently read and complete the worksheet. Collect the worksheets and write your comments in the margins. You may not wish to discuss the students' innovations in the classroom. Instead, meet each student separately for a conference about his/her ideas.

ANSWERS

There are no correct answers to these questions. Answers should vary widely.

ACTIVITY DEVELOPMENT

After you have completed the private conferences with the students, ask them to prepare brief presentations of their ideas to the class. Make sure that they carefully anticipate each others' negative responses, and instruct them to remain open-minded about each others' innovations. A classroom discussion could follow.

RESOURCES AND RESOURCE PERSONS

No matter what kind of a job we do, we eventually face problems that outstrip our own background and knowledge. Or, we may need outside help to carry out our ideas--a little "push" to get us off the ground. When that situation arises, it's important to search out the resource people.

Resource people may be found either in other departments of our own business, or in completely different companies. But, no matter where they are found, they can help us to acquire whatever information or techniques we need. Often the most productive and successful workers are those who can admit that they don't know it all, and who can then go to get the people who do. The worker who is willing to get help is also the worker who has enough maturity and self-confidence not to feel threatened by the advice or help of others.

Wilbur Owen publishes the Rochester Dispatch, a paper that has been owned by his family for three generations. Wilbur recently took over the paper from his dad who retired. However, the senior Owen still watches over the paper from his position as Chairman of the Board. Senior Owen dislikes change, and he wants the Dispatch to continue under his own management policies.

Wilbur, on the other hand, wants to modernize and streamline the newsroom. He sees the computer as the wave of the future in the fast-paced world of news. He is convinced that reporters trying to follow up on an old story or research a new one would save a lot of time by using a computer.

Questions:

- 1) Which of the following resource people would be able to help Wilbur with the preparation of a proposal to convince his dad and the board to invest in computers?
 - ___ a) Representatives of various computer companies.
 - ___ b) Business consultants who can show the comparative cost efficiency of computers.
 - ___ c) Sales representative.
 - ___ d) Clerical union representatives.

STUDENT WORKSHEET NO. 4

MODULE IV/COMPONENT 1

- _____ e) Representatives of other papers that have converted to computers.
 - _____ f) Typewriter sales representative.
 - _____ g) Librarians from the "morgue." (Old newspaper file room.)
- 2) Explain how your choice of persons could be helpful to Wilbur.

RESOURCES AND RESOURCE PERSONS

OBJECTIVES

This worksheet will help students to:

- . identify potential resource people.
- . examine a work situation that calls for outside help.
- . seek help from resource people when, or if, they need it.

WORKSHEET PRESENTATION

Ask the students to silently read the case study. The case study format could generate a dialogue between the teacher and the students--a dialogue in which the two main questions in the case study would suggest a number of smaller questions, such as: "What is a business consultant?" "Where can I find one?" "What exactly does he/she do?"

ANSWERS

- Question 1. b. and c. are the best answers to Wilbur's problem. As the worksheet indicates, business consultants could help Wilbur to argue his position by "showing the comparative cost efficiency of computers." The various sales representatives who work for the Rochester Dispatch might also help Wilbur to support his claims, providing that they could prove that the local consumers desire a modern, fully computerized newspaper.
- Question 2. Clerical union representatives, typewriter sales representatives, and the librarian from the "morgue" would be of small help to Wilbur, because each of these parties would have strong economic reasons for opposing, rather than supporting, Wilbur's plan. Computerization would reduce the number of clerical workers and typewriters needed to run the paper, and it would also put the morgue librarian out of a job. Representatives of other papers would not win much favor with senior Owen, who might resent hearing advice from his competitors. Representatives of computer companies that are looking for a profit might be viewed suspiciously by Wilbur's father.

ACTIVITY DEVELOPMENT

Resource problems can, to a certain extent, be anticipated by the entrepreneur. An entrepreneur can maintain an updated list of the names of

people who can do the things that the entrepreneur can't do for himself/herself. The owner of a gas station might want to maintain a list of dependable mechanics, parts suppliers, and wrecking companies. A tractor sales rep might keep a list of manufacturers, local farmers, and maintenance personnel, as well as plumbers, carpenters, painters, and others who could help keep the premises in tip-top shape. During a classroom discussion, throw out these ideas. Then name a number of other entrepreneurs, such as tailors, shopkeepers, and antique dealers, and instruct the students to write lists of resource people who might be useful to each kind of entrepreneur.

Sports is one activity to which most students easily relate. Often, however, they are unaware of the resources needed to make a team. Ask a school coach to cite, on an audio cassette tape, all of the "resource people" that he/she needs in order to create a winning team. After playing the tape for the students, discuss the indispensability of each "resource person."

INITIATING NEW IDEAS AND NEW JOBS

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Worksheet No. 5. ADVERTISING AND MARKETING FOR A NEW JOB IN THE COMPANY
WHERE YOU ARE AT PRESENT

OBJECTIVES OF MODULE IV/COMPONENT 2

- . to encourage students to initiate new ideas and new jobs.
- . to realistically assess students' abilities to initiate new ideas and new jobs.
- . to candidly discuss the risk factor involved in the initiation of new ideas and new jobs.
- . to help students to adopt advertising and marketing strategies in their attempts to initiate new ideas and new jobs.

INTRODUCTION FOR STUDENTS

It's hard to come up with a brand-new idea. But it is even harder to get your boss or your friends to see the strengths of your ideas. Some bosses have a knack for eyeing new ideas critically and for seeing their flaws. The very idea that amazes you with your own genius might sound foolish to them!

In this component, you'll learn how to present your ideas to your boss. You'll learn how to emphasize the strengths of your new ideas, and how to de-emphasize their weaknesses.

"TAKING RISKS: HOW MUCH DO YOU CARE?"

LaDonna Hegel is a third grade teacher in a poor neighborhood of a large eastern city. She is in her second year and is disturbed by the limited life styles of her young students. They never experience anything beyond their concrete sidewalks and city blocks and parks. LaDonna is determined to help her students to see places and to do things outside of their confining neighborhoods, in the hope that the new experiences will motivate them. She reasons, "Some outside stimulus just might give them some new dreams to reach for. It might plant a seed for a happier future."

So LaDonna develops a once-a-month field trip program called, "My World is Getting Bigger." She plans trips to musicals and plays. She arranges trips to museums, farms, factories, banks, and sporting events. While trying to get permission to follow through on her program, she encounters the following "road-blocks":

Her teacher friend, Harriet Prim: "Why frustrate these poor little kids by showing them a world they'll never be a part of?"

Principal Loraine Polyester: "Our budget is too tight to hire any buses right now. Why don't you just make up some slides from National Geographic?"

Superintendent Bigelow Bigpicture: "If we let you do this, everybody will want to get in on the act. Then where would we be?"

In her anger and frustration, LaDonna writes a stormy letter to the local newspaper. She describes her program and complains about the "narrow-minded, uncaring school administration."

Her school's Parent Teacher Association president calls and offers to help raise money for buses for the children. But the superintendent, Dr. Bigelow Bigpicture, also calls. He feels betrayed by her "lack of team spirit," and he tells her that unless she can support the whole school system she should look for another job.

Questions:

- 1) What should she do in order to . . .

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- a) protect the interests of her students?
 - b) protect her own future and reputation?
 - c) work out the problem with Dr. Bigpicture?
 - d) communicate with the interested parents?
- 2) Is her idea worth forgetting in order to protect her job?
 - 3) What should be her first priority--her students or her job?
 - 4) Should she bypass her "bosses" and try to work out the program directly with the P.T.A.?
 - 5) Should she continue to stir up public opinion by writing more letters and speaking at meetings, even at the risk of losing her job?
 - 6) Are there any steps that she could take in order to make everybody happy? Should she even try?
 - 7) If you were in LaDonna's shoes, would you try to talk the principal and the superintendent into taking a risk themselves by stretching the budget?
 - 8) What do you think are the chances of Dr. Bigpicture's changing his mind after he sees the program in action?
 - 9) What about Harriet Prim? Can you think of ways in which she might help?
 - 10) If you had an exciting idea in your job, would you care enough about it to risk getting fired?

TAKING RISKS: HOW MUCH DO YOU CARE?

OBJECTIVES

This worksheet will help students to:

- . identify worthwhile ways in which to take risks in a job.
- . decide how much personal involvement they want in a job.
- . establish strategies for taking risks.

WORKSHEET PRESENTATION

Ask the students to silently read the case study, "How Much Do You Care?" Then instruct them to answer the questions in written form. A classroom discussion could follow.

ANSWERS

- Question 1. a) Push for relevant programs, but keep her job so that her students are not deprived of a caring teacher.
- b) Try to persuade those in power without alienating them. (Consider the long-range benefits to her students vs. just a short-term victory.)
- c) Take some parents and/or fellow teachers to confer with Dr. Bigpicture.
- d) Set up a meeting with parents in order to organize their support financially and politically.
- Question 2. Discuss both sides of the issue: her need to survive professionally vs. her standards, values, and commitment to quality education. With the right strategies on LaDonna's part, perhaps she can keep her job and benefit the children.
- Question 3. Her first priority, as a teacher, would be to help the students; as a worker, it would be to maintain her job security. Differing opinions here might lead to an enlightening discussion on work values.
- Question 4. The option of bypassing her bosses might be effective as a last resort, but accepted channels should be exhausted first.

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- Question 5. Public opinion can be dangerous. If LaDonna chooses this route, she should be prepared for the consequences: being the center of a political storm and the focus of conflicting emotions from administrators, teachers, and parents.
- Question 6. Trying to make everybody happy is probably impossible. But such a goal, in itself, is worthy. Trying to achieve the most good for the most people might be a more realistic approach.
- Question 7. Only LaDonna could decide if the risk is worth the worst consequences. Her personal satisfaction with her actions is the bottom line.
- Question 8. Dr. Bigpicture could change his mind if the parents are enthusiastic about the program and let him know about it.
- Question 9. Harriet Prim may have been pessimistic initially because she felt threatened by LaDonna's new ideas. LaDonna should try to share her plan with Harriet and try to enlist her as an ally in the struggle.
- Question 10. The extent of our personal commitment to our new ideas usually determines how much risk we are willing to take in order to carry them out.

ACTIVITY DEVELOPMENT

Ask the students if any of them have recently taken a risk in order to prove a point, or in order to take a forward step in their lives. Since this particular worksheet deals with education as a career, the teacher might wish to share a personal anecdote about taking risks in his or her career. An important distinction to make is the difference between gambling for personal gain and standing for a principle when a job is at stake.

Discuss the traits that characterize successful risk-takers. What traits lend themselves to adventurous living? How might a stock market speculator be similar to someone like Harry Houdini or Neil Armstrong? What type of person is least likely to take risks? Is that necessarily bad or good?

WHAT WOULD YOU DO?

You have been putting in extra effort on the job because you want a promotion. Your boss has recognized your extra efforts and has praised you in front of your co-workers. You felt really good about all this until you overheard some of your co-workers talking behind your back one afternoon. They were saying that you're just always saying "yes" to your boss. They seemed to resent your enthusiasm and extra work, mainly because they think that it makes them look lazy and apathetic.

What would you do?

- a) You would decide that you don't care what the other employees think, because you know that you'll soon be promoted. After your promotion, you won't need to think about these employees anymore.
- b) You would stop working so hard. You would feel that, as long as you're doing an adequate job, it is more important to you to work in a pleasant atmosphere where everyone likes you than it is to get promoted.
- c) You would continue working hard, because you'd still like that promotion, but you would also look for little ways in which to make your co-workers feel included in the praise that comes your way.

Through the grapevine, you hear that your boss is unhappy about the inefficiency of your department. There's also a hint that the boss thinks that you're responsible for this problem. You know that you are not at fault, but what would you do?

- a) You would decide to quit because you would resent the fact that your boss blames you without consulting you or even verifying the facts.
- b) You would decide that the inefficiency was caused by two other employees in your department. You would go to your boss in order to prove why you are not at fault and why the others are.
- c) You would know that, although it's not your fault, you ought to arrange to have a private meeting with your boss in order to clear up any misunderstanding. During this meeting, you would try to stress the good things done by the department, and assure the boss you are interested in finding the best solution for everyone.

WHAT WOULD YOU DO?

OBJECTIVES

This worksheet will help students to:

- . see the need for tact and responsible behavior in employer/employee relations.
- . adopt professional attitudes and professional standards of behavior.
- . improve their chances for advancement by improving their sensitivity and attitudes.

WORKSHEET PRESENTATION

Explain the basic purpose of the worksheet. Then ask the students to silently read the worksheet and answer the questions. Since the worksheet is short and fairly easy to answer, you might like to present it as a homework assignment.

ANSWERS

The ideal answer to each of these case studies is c). In each case, a) is not really an answer; it is, rather, an emotional reaction. b) is halfway between an outburst of emotion and a rational response. The three different answers, in each case, illustrate three distinct phases of an employee's maturity. The first phase, (a), is highly emotional; the second phase, (b), is a transitional phase between immature, unprofessional behavior, and a mature, professional response. The third phase, (c), is perceptive and mature; it typifies the response of a professional.

ACTIVITY DEVELOPMENT

A case study is one thing; day-to-day experience is another. It may be easy to circle the ideal answers to these case studies, but to turn these ideals into everyday living can be a challenge. Therefore, ask your students to think further about the problems presented in the case studies. Ask them to project themselves into the awkward positions that are here described. How challenging might it be to "include" a hostile co-worker in some of the "praise that comes your way." How would it feel to be always called a "yes person"? Have each student write a list of some negative feelings, awkward situations, and frustrations that might accompany each of these problems. Then discuss ways to eliminate each one of these predicaments.

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A role playing activity to stimulate the communication dynamics of employer and employee relations in the context of Job Creation could be a "natural" for this worksheet.

In any job situation, we will eventually be forced to respond to both positive and negative opinions concerning our work. Ask the students to relate a personal anecdote of a situation in which they over-reacted to either a positive or negative opinion someone else held about them.

ADVERTISING AND MARKETING NEW IDEAS IN YOUR PRESENT JOB

Introduction

Even if you enjoy your present job, you may be unhappy about certain aspects of it. Like some other people, you may find that the "little things"--the details, the busy work, and the endless repetition and monotony--may irritate you. You may not want to quit the job, and you might not even want a promotion. You feel, however, that you cannot continue working if those sources of irritation are not eliminated. Either the problems go, or you do!

The following stories are about two individuals who find themselves browbeaten by the "little things." Each of these individuals finds a solution to his/her problem through the use of effective on-the-job advertising and marketing.

* * * * *

Tom spent the whole day at work, plowing through a mountain of paper work. At the end of the afternoon, he sat behind his desk and stared at the printed forms that were spread out before him. None of the forms was identical, but many of them contained identical information from identical sources. "This," thought Tom to himself, "is what I'd call unnecessary duplication."

Tom thought about the problem for a moment. Then a clear solution began to form in his thoughts. Within ten minutes, Tom felt sure that the amount of time spent on needless duplications could be reduced. He had a new set of forms and a new procedure in mind--a procedure that would increase the efficiency of his department by at least twenty per cent.

QUESTIONS

1. If you were Tom, how would you sell your new idea to your boss? How would you advertise it?
 - A. You'd write a formal proposal and present it to your boss. In this proposal you would describe the new forms and the new procedure in great detail and list the benefits that would result from using them.

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- B. You'd make an appointment with your boss. During the course of this interview, you would briefly describe your plan. You'd ask for his permission to try the plan out on a small scale so that you could see if the new procedure would work or not.
- C. You'd wait for your job performance review with your boss. When your boss asks you if you have any complaints about the job, you would say, "Yes. I think that some of the present procedures are wasteful. But I have an idea that might increase the efficiency of the entire department."

2. Is Tom's problem a marketing problem? ☐ Yes ☐ No

* * * * *

Jackie likes to help people whenever she can--her parents, her friends, even her boss at work. She's always thinking up little ways in which her job can be improved. But recently Jackie hasn't been able to originate any improvements whatsoever, in spite of the fact that there are many aspects of the job that need improvement.

QUESTIONS

3. If you were Jackie, what would you do?
- A. You'd express your concern to your boss. You would tell him/her that you know that there is room for improvement, but that you can't think of any substantial changes that could be made. You'd ask for an appointment with him/her to discuss possible solutions.
 - B. You'd throw up your hands in despair and say to yourself, "It's not my duty to improve the job; let someone else worry about it."
 - C. You'd sit down with a pencil in your hand and a blank piece of paper in front of you. You'd then list all of the problems that you meet on the job from day to day. You'd type up the list and present it to your boss, stating that you'd like to do something to improve these situations. You'd suggest that a group meeting between him/her and his/her employees might solve some of the difficulties.
4. Is Jackie's problem a marketing problem? ☐ Yes ☐ No

ADVERTISING AND MARKETING NEW IDEAS IN YOUR PRESENT JOB

OBJECTIVES

This worksheet will help students to:

- . relate advertising and marketing strategies to the initiation of new ideas in an old job.
- . present (or advertise) new ideas to an employer.
- . find new ideas through employer/employee conferences and discussions.

WORKSHEET PRESENTATION

Ask the students to read the introduction. Then present each of the case studies orally. Use the individual questions to initiate a classroom discussion.

ANSWERS

- Question 1. The answers to this question suggest a number of advertising strategies. Strickly speaking, there is no "right" answer to this question, although some of the answers might be better than others.
- Question 2. The answer here, of course, is no. Tom's problem is an advertising problem.
- Question 3. The answers to this question suggest a number of marketing strategies that the student could use to initiate a new idea through an employer/employee consultation and investigation.
- Question 4. The answer here is yes. Because Jackie does not start out with a full-fledged idea, and therefore must work with her boss in order to develop (or market) an idea, her problem is a marketing problem.

ACTIVITY DEVELOPMENT

Break the class into several small discussion groups. Hand each group a piece of paper on which you have listed two bits of information: a type of employer (e.g., a gas station), and a type of work problem (e.g., shortage of employees to pump gas on Saturdays). Instruct the students to discuss various aspects of the problem. Then ask them to work together to create a new idea that could solve the problem (e.g., open a self-service pump on Saturdays).

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Follow-up questions for discussion: If, for some reason, Tom's and Jackie's ideas are rejected by their employers, how should they respond to the rejection. If their ideas are consistently accepted and used, and yet they receive no promotions or raises over a period of time, what would be an appropriate response for them?

TAKING THE RIGHT TACK

No matter what kind of business or job you're involved in, there are some common rules of thumb to remember when you are trying to get your ideas accepted. If possible, appeal to your bosses' reasoning faculties and to their pride in their work. Don't get so enthusiastic that you forget your desire to help them to meet their objectives. Instead, make effective suggestions that are supported by both careful planning and enthusiasm. Help your bosses to feel that you're working for them, not against them. Putting your employers on the defensive is a sure-fire way to get your ideas rejected!

The following are situations involving five people who care deeply about their jobs and their new ideas. Compare the approaches they might adopt in their efforts to get their plans accepted.

Getting Your Ideas Accepted

- 1) Bill is a college student who works part-time in a photography studio. The owner, Sam Collier, has a reputation as a fine portrait artist. But lately, business has fallen off drastically because people just don't have enough money for portraits. Sam's studio is located near two high schools and a college. Bill figures that Sam could keep his business afloat by expanding into senior high school student portraits and school yearbook pictures. But Sam's favorite saying is, "Young kids today are just bums!"

Which of the following approaches would be the best approach for Bill to use in presenting his idea?

- a. "Don't be so set in your ways, Sam. You'll never survive this way."
 - b. "Let me take over, Sam. You just work on your regular stuff, and I'll organize the yearbook trade."
 - c. "Sam, graduating means a lot to these kids. Don't you think they deserve the best for this moment in their lives? And you're definitely the best!"
- 2) Joe Grant is a senior advisor to John Baxton, a three-term U.S. Senator from a midwestern state. For the last ten years, Senator Baxton has served his district from one of-

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office in the state capital. In the meantime, however, the state's population has shifted north. Joe feels that the Senator would have easier access to residents if he opened a new main office in Flaxton, a northern city. A smaller staff would stay in a branch office in the state capital. The Senator opposes the plan because of the increased cost of two offices.

Circle the following arguments which might be helpful to Joe in his efforts to convince Senator Baxton. Cross out the arguments that would only harden Baxton's resistance.

- a. "You never take my suggestions. All you care about is 'business as usual.'"
 - b. "It's true; the budget is important. But those voters should come first. You need to be closer to them."
 - c. "We could work out costs so that the increase would be minimal. For instance, we could share the capital office with another member of Congress, and staff it just three days a week, instead of five."
 - d. "Just last week we received twice as many letters from Flaxton as from the whole rest of the state. You need to be visible there!"
 - e. "If that's the way you feel, I quit."
 - f. "If you won't listen, I'm going public with this. The press would just love to set you up as an uncaring, self-satisfied politician who is set in his ways."
- 3) Sharon Layton has just re-entered the job market after spending twelve years at home with her two children. She hasn't used her physical education degree since two years of teaching right after college.

Her new job is that of a gym supervisor at the local YMCA community house. Her boss, Harold Karenott, has directed the recreation schedule of the "Y" for thirty years and doesn't like changing things. Sharon wants to set up a specific game schedule for junior high kids instead of continuing the chaotic "open gym" program. She would like to organize basketball and volleyball teams for the winter months, but Harold says, "No. Absolutely not. It's too much setting up and signing up. Just do your job, okay?"

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Rate each approach that Sharon might use on a 1-4 scale with 4 as the least effective, and 1 as the most effective:

- a. — Sharon decides to go over Harold's head. She chooses to meet with a citizen's committee in order to tell them about her physical education degree, her expertise, and her qualifications for organizing winter basketball and volleyball teams.
 - b. — Sharon decides to bring in the kids and their parents to form a group which will ask the local YMCA board to sponsor this program.
 - c. — Sharon decides to organize a group of concerned citizens which will meet with the citizen's committee in order to discuss the inadequacy of the present facilities and programs.
 - d. — Sharon decides to talk directly to Harold. She offers helpful suggestions to him and affirms her respect for and support of his programs.
- 4) Jim Lenken has been working after school at Wayne Steffen's drugstore for almost a year. He feels very close to Mr. Steffen and he sometimes stays late to help move boxes, or to restock shelves. Jim is most relaxed and happy when he's at the store. After the death of his uncle, Jim will receive an inheritance. He wants to invest it in the drugstore in exchange for a junior partnership. He knows that the store needs capital, and Mr. Steffen wants to retire in a few years. Jim would like to earn a college degree in pharmacology, and then come back to work for Mr. Steffen.

How should Jim present his offer? Should he . . .

- a. Pick the busiest time of the day and then make the offer while standing around the cash register?
- b. Wait until Mr. Steffen has finished filling twenty-three prescriptions and unloaded three cartons of theme paper?
- c. Make a formal appointment with Mr. Steffen for non-business hours?
- d. Bring up the subject just after a customer has screamed

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at Mr. Steffen for giving her the wrong package?

e. On a sudden whim, show up on Mr. Steffen's doorstep on Sunday morning at about 8 o'clock?

- 5) Juan Conata is the manager of Platter Patter, a record store in southern Texas. His boss, Frieda Lowe, owns five other Platter Patters all over the state. She just opened Juan's branch. Juan grew up in the town and knows the tastes of the people. Ms. Lowe lives in Ft. Worth and only comes south to check on profits and inventory. Juan wants to reduce the number of classical and big band albums in stock. His customers prefer reggae and Afro-Caribbean artists. Juan feels that by increasing that inventory, he will reduce the out-of-stock orders he has to fill for his customers. Ms. Lowe, however, likes all the stores to stock the same albums and tapes. It makes her bookkeeping much easier!

How many of the following arguments do you think would be of help in changing Frieda Lowe's mind?

- a. "Our profits would increase if we marketed more to our customers' tastes. If they can't get what they want from us, they'll just go somewhere else."
- b. "Bookkeeping might be harder with different store inventories, but the increases in customer satisfaction will lead to repeat business; and that translates into money, Frieda!"
- c. "Hire one more central office person to coordinate the inventories of the different stores, Frieda. The one extra salary will be more than offset by the increased revenues."
- d. "Play up the change in record stock with a snappy new advertising slogan like: 'We have what you want, where you want it, NOW. WOW!' Or, 'Platter Patter: Your own record club in the downtown hub!'"
- e. "Are you happy with our profits, Frieda? We can't stay in business unless we change our approach. What works in Ft. Worth, or New York, or Moscow, won't necessarily work here."

TAKING THE RIGHT TACK

OBJECTIVES

This worksheet will help students to:

- . learn positive strategies for persuasion.
- . appreciate other people's responses to their ideas.

WORKSHEET PRESENTATION

Ask the students to read the case studies and answer the questions silently. A classroom discussion could follow.

ANSWERS

- Case Study 1) BILL: c. is the correct response; it shows sensitivity to Sam's feelings and pride. a. is accusing, while b. is pushy.
- Case Study 2) JOE GRANT: b., c, and d. are all correct answers. b. shows the Senator his proper priorities. c. uses a logical cost approach. d. uses hard evidence to back up the argument. a. is complaining and "whining." e. shows little desire to help the Senator. f. is a definite over-reaction, manifested here as a form of blackmail.
- Case Study 3) SHARON: The most effective approach is b.; always begin with organization. The next most effective approach is d.; this establishes a strong sense of rapport and mutual respect between Sharon and her boss, Harold. The second-to-least effective approach is c.--discussing the inadequacy of the present facilities with the citizen's committee. No volunteer community group wants to hear from a new employee about how rotten their facilities are. And the least effective approach is a.--to go over Harold's head to the citizen's committee. This is a poor decision because it might look to the committee as though Sharon is trying to take Harold's job away from him.

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Case Study 4) JIM:

c. is the best choice. a. is too chaotic a moment to talk about something so important. b. is a time when Mr. Steffen will be too tired to think clearly about the proposal. d. is a poor choice from the standpoint of Mr. Steffen's mood. The customer's complaints will not leave him in a very receptive frame of mind. e. is irresponsible and selfish. Mr. Steffen needs time away from the store.

Case Study 5) JUAN:

All of the approaches could work. a. appeals to the boss's need for profits. b. plays up customer satisfaction, while c. points to a minimal increase in cost. d. shows an imaginative, bright new approach to advertising. The employee has obviously thought past his initial idea. e. takes a broader view of the business--a realistic approach to customer needs.

ACTIVITY DEVELOPMENT

Ask the students what kind of sales representatives they prefer--the pushy, foot-in-the-door model, or the courteous, competent, deferential type. Then mention to them how important their approach to other people is--especially to their bosses in a work situation. Finding the right words, the right moment, and the right attitude, can go a long way towards helping them to get their ideas accepted.

Ask the students to reverse the roles in each of the 5 case studies. How should the following employers respond to the ideas of each of their employees?

- A. Sam Collier
- B. Senator Barton
- C. Harold Karenott
- D. Wayne Steffen
- E. Frieda Lowe

ADVERTISING AND MARKETING FOR A NEW JOB IN THE COMPANY WHERE
YOU ARE AT PRESENT

"Sell Yourself"

Like some other people, you may not want to start a business of your own. You might not want the responsibility that goes along with private enterprise. You might not like to bite off more than you can chew--let alone digest!

We can't all be entrepreneurs, but even if you intend to work for other people all of your life, you can use some practical ideas about advertising and marketing. When you're out of work, you'll need to find a market for your services. And when you find that market, you will have to advertise yourself to a prospective employer.

You may already be involved in marketing, although you don't realize it. Let's say you have a part-time job. Are you punctual? Do you work well? Are you willing to work overtime when you're asked to? If you can answer, "yes" to these questions, then you are creating a market for yourself. In the eyes of your boss, you are becoming indispensable to the business.

But where can you go from there? Will you simply wait, keep plodding along, and just hope for a promotion? You could. Many people do.

But what if the company you're working for has a new opening--a better, higher paying, more demanding opening that you can fill? Perhaps your department needs a new assistant supervisor. Can you fill the bill? How will you let your boss know that he/she needs you in a supervisory position? How will you sell yourself?

QUESTIONS

1. How would you let your boss know that you're right for the job?
 - a) Make an appointment and speak with him/her confidentially.
 - b) Send him/her a resume with a cover letter.
 - c) Write a sharp, detailed letter to him/her. Ask for a

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promotion in the letter.

- d) Hint to the supervisor that you'd like the new job.
 - e) Tell your supervisor that you're bored to death with your present job, and that you'd like to do something more interesting.
2. What would your conversation focus on if you were to speak with your boss?
- a) The weather.
 - b) Your desire to change jobs.
 - c) Your qualifications for the job, your capabilities, and your familiarity with the work involved in this position.
 - d) The present assistant supervisor's inability and inefficiency.
 - e) The mistakes that you've made on the job in the past and your desire to do better in the future.
3. Different bosses are often attracted to different personal attitudes, and to different kinds of conversation. Which of these statements would be the most effective in getting an affirmative response from your boss?
- a) "Hey, look. I know the job. I can handle it."
 - b) "I feel that I could make a valuable contribution to the firm in this capacity."
 - c) "Yes, I realize that the job would challenge me. And that's precisely why I want it."
 - d) "Listen. I have two years of college and five years of solid experience behind me. What more do you want?"
 - e) "I'm qualified for the job, and to be honest with you, I could use the extra cash."

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4. If you were to write a resume, what kind of information would you include in it?

- ☐ a) Education
- ☐ b) Work experience
- ☐ c) Hobbies
- ☐ d) Marital status
- ☐ e) Special qualifications that you have for the job that you want
- ☐ f) Age
- ☐ g) Your objective in seeking this job

5. If your present boss rejects your application for the job that you desire, would you consider sending your resume to other firms?

☐ Yes ☐ No

Why? _____

ADVERTISING AND MARKETING FOR A NEW JOB IN THE COMPANY
WHERE YOU ARE AT PRESENT

OBJECTIVES

This worksheet will help students to:

- . obtain a larger understanding of advertising and marketing.
- . see how advertising and marketing can help them to achieve success as employees.
- . become familiar with the basic tools of the professional job hunt: the resume, the cover letter, and the telephone.

WORKSHEET PRESENTATION

Ask the students to read the case study, "Sell Yourself." The questions, which are geared to help the students to develop a sense of advertising "strategy," can be used to promote a classroom discussion about professionalism.

ANSWERS

- Question 1. a) indicates the best course of action. Since you already are on familiar terms with your boss, you don't need to introduce yourself through the medium of a cover letter (b). c) is too distant an appeal. d) is unprofessional and, also, very indirect. And e) suggests that you don't have enough "stick-to-it-iveness"--a suggestion that might immediately disqualify you.
- Question 2. c) is the best answer. Focus on your skills and your knowledge, not on someone else's lack of skills (d), or your own failings (e). An interview is not a confessional, so that excludes (b) as a topic of conversation. And avoid excessive small talk (a), if possible.
- Question 3. b) is the most positive comment given; it appeals more to the boss' point of view than the other comments do. a) sounds too over-confident. d) sounds antagonistic. e) is too open about the employee's private affairs. And (c), while a better comment than (a), (d) or (e), is a last-ditch appeal.

- Question 4. Personal discretion is all-important here. It is not, however, necessary to list anything but (a) and (b). Many professionals choose to include (e) and (g) as well, if they feel that these items reflect well upon them. c) should not, as a general rule, be included, unless it has a strong relationship to the job you are applying for, as it does, for instance, in the case of an avid equestrian who is applying for a job as a veterinarian's assistant.
- Question 5. There is no correct answer to this question. Answers will vary widely.

ACTIVITY DEVELOPMENT

Two activities can be developed from this worksheet:

Instruct the students to write resumes for themselves. This exercise will teach them a few things about marketing. It will cause them to ask such questions as, "What should I include in my resume?" "What should I leave out?" "If I'm looking for a job in a bank, should I mention that I have taken economics courses?" The exercise will also teach them a few things about advertising. They may ask themselves, "How should I arrange my information on the page?" "What order should I use?" "Should I use a special typeface?"

Pair off the students, and then instruct them to simulate professional telephone calls. Have them practice calling officials in response to classified advertisements, or calling secretaries to confirm appointments. This activity will be valuable to students who are uncomfortable when speaking on the telephone.

ENTREPRENEURSHIP

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OBJECTIVES FOR MODULE IV/COMPONENT 3

- . to analyze and discuss the elements of entrepreneurship.
- . to afford students a broad overview of small business organization and operation.
- . to assess students' abilities and desires to become entrepreneurs.

INTRODUCTION FOR STUDENTS

An entrepreneur is more than a small business operator. An entrepreneur is an original thinker, a great organizer, a strong leader, and a person with a large vision.

Many entrepreneurs start out with their own businesses and end up by working for large corporations. They start small and end large. The skills that they learn in the "school of hard knocks" are invaluable to the large businesses of America. In fact, many management experts openly admit that entrepreneurial innovations and skills are the driving forces behind the advancement of modern business.

In this component, you'll learn how to go about starting a business. You'll learn how to plan it, organize it, market it, and keep it running smoothly. You'll learn how to become a full-fledged entrepreneur.

THE IMPORTANCE OF PLANNING: STARTING A BUSINESS

Some businesses start with a flash of inspiration. Some start with a shout of "Let's give it a try!" But all businesses need more than a first burst of enthusiasm to keep going from year to year. Starting a business demands many things from the entrepreneur. It calls for investments of both time and money, for instance. It also calls for careful planning.

Careful planning is often neglected by the entrepreneur. Poor planning causes four out of five new businesses to fail within the first three years of their existence. Developing a concrete business plan is important--even necessary--if you need partners, finances, or a solid market for your product or service. Good planning can not only save a new business from failure, but can also help the owner to find out what he/she wants to accomplish with the business. It can help the owner to set realistic goals and to reach those goals.

Each of the ideas listed below ought to be considered when you start making plans for a new business. Although this list could include other ideas, the following are among the most important. Look over the list, and then discuss the related questions.

QUESTIONS - Part I

1. Identify your product or service.
 - a) What is the sales potential of this product or service?
 - b) How large is the market for this product or service?
 - c) How much capital or labor does this product or service require?
2. Determine the type of organization that would best serve and promote your product or service.
 - a) How many owners will you have? Will you have a sole proprietorship, a partnership, or a corporation?
 - b) What kind of personal characteristics would you look for in a partner?
 - c) Will you need employees? If so, how many and with what backgrounds?
3. Decide on how you will manage your money.

STUDENT WORKSHEET NO. 1

MODULE IV/COMPONENT 3

- a) What amount of money (or capital) will you need in order to keep the business going for six months?
 - b) How much money will you need to run the business until the time when the income from your sales will provide enough money (capital) to finance the entire operation?
 - c) What kind of profit do you expect to make?
 - d) Is it necessary to offer easy credit terms to your customers?
 - e) Will you need an accountant?
4. Decide how to market your product or service.
- a) Will you advertise? If so, what type of advertisements will you use, and how many?
 - b) What part of the market can your new business hope to capture?
 - c) Do you already have contacts with potential customers, or will you need to find and build up your clientele?
 - d) Where will you locate your business? Will you open shop in a rural area, or in a major city? What state will you start in? What part of the country has a market for your product or service?

QUESTIONS - Part II

1. If someone who wanted to start a business asked you to become involved in their business, what questions would you ask?
2. What questions would you ask this individual if you were a banker?
3. What questions would you ask if you were a lawyer?
4. If you were asked to become a partner, what facts would you like to know before making a final decision?
5. What would your reaction to this proposition be if you were a supplier of a product or materials?
6. What would you ask this individual if he/she wanted to hire you as an employee?

THE IMPORTANCE OF PLANNING: STARTING A BUSINESS

OBJECTIVES

This worksheet will help students to:

- . grasp the role that careful planning plays in the success of any business venture.
- . identify various business factors that tend to mold the long-range planning--and influence the basic organization--of a small business.
- . identify the concrete goals of their businesses.

WORKSHEET PRESENTATION

Ask the students to read the worksheet silently. When they have finished reading, initiate a brief discussion about the importance of planning and about the many factors that tend to influence such planning. A classroom discussion could follow.

ANSWERS

There are no correct answers to these questions. The questions encourage the students to look at a small business from as many different perspectives as possible. In this way, the students will learn how other people might plan and organize a business like their dream businesses. By thinking of themselves as bankers, or attorneys, they will begin to see the importance of carefully planning their budgets. By thinking of themselves as prospective employees of their own dream businesses, they will, perhaps, begin to see the need for careful organization and economic security.

ACTIVITY DEVELOPMENT

Before presenting this worksheet to your students, give them an illustration of what bad planning can lead to. For example, if you regularly wear formal business clothes to class, come to class more informally dressed, or with some accessory missing--a tie, a scarf, a belt. Apologize for not being prepared for class. Tell your students that you didn't have time to plan a lesson and ask, "What are we supposed to talk about today?"

Outside activity: Ask the students to set up interviews with the owner or manager of a business in the immediate community. (fast food restaurants, a cleaning store, etc.) Instruct the students to ask the questions in Part I of the worksheet in order to discover what definite aspects of planning apply to that particular business. Then have them report their findings to the class.

BUSINESS ORGANIZATION

There are three basic ways in which a business can be organized. Each one might be the best way to organize a particular kind of business under certain circumstances.

1. Sole Proprietorship

As a sole proprietor, you have total ownership of your business. Since you own the business, you operate it in the way that you decide it should be operated. The main advantage of this type of organization is that you are your own boss. Since the desire to work for yourself may be your main reason for starting a business, this may be a good way for you to organize things. As a sole proprietor, you will determine what products or services to offer. You will choose a location for the business. And you will pick the people who will work for you.

Being solely responsible for the business can, however, be a handicap, especially if other people may be able to offer valuable advice to you. You are entitled to all of the profits, but you are also responsible for providing all of the money needed to start and operate the business.

2. Partnership

Partners can add their valuable abilities, experience, and contacts to your own knowledge and background. A partner can also add more capital to your business. With a partner, though, you will have a higher payroll to meet and you will need to share your profits. With a partner, you are not your own boss, either. Instead, you must learn to cooperate and compromise. You are also legally liable for the actions of your partner.

3. Corporation

A corporation is a legal organization that can exist after its founder is gone. It has the legal right to issue stock to investors, but, at the same time, it must comply with a number of government regulations. Corporations must pay taxes on their profits and on the employees who work for the corporation. Corporations can also provide the employees with many benefits such as insurance, company cars, and paid vacations.

QUESTIONS

1. If you were starting a business, what would be a good reason for choosing:

a) Sole Proprietorship? _____

b) Partnership? _____

c) Corporation? _____

2. If you were choosing a partner, what sort of person would you look for?

BUSINESS ORGANIZATION

OBJECTIVES

This worksheet will help students to:

- . identify the three basic ways in which a business can be organized.
- . describe the relative merits of each of these forms of organization.
- . choose the types of businesses that they would like to own.

WORKSHEET PRESENTATION

Ask the students to read the worksheet silently. Be prepared to answer any questions that the worksheet raises and to elaborate on the worksheet's terse descriptions. When you are certain that the students understand these descriptions, ask them to answer the questions in written form. Then open a brief classroom discussion, using the questions as a starting point. In this way, the students will be prepared for the discussion, and will also have an opportunity to compare individual answers and responses.

ANSWERS

- Question 1. There is no correct answer to this question. The purpose of this question is directly related to the third objective of the worksheet: "to help students to choose the types of businesses that they would like to own." There are, of course, many possible answers to this question, some of which are indicated in the organizational descriptions.
- Question 2. Again, there is no correct answer to this question. This question should help the student to see the need for discretion and objectivity, in the process of choosing a prospective partner.

ACTIVITY DEVELOPMENT

In order to "drive home" the lesson of this worksheet, ask the students to suppose that Bell Telephone Company had just changed its organizational structure from a monopolistic corporation to a sole proprietorship. What would happen to the employees of Bell under such a reorganization? What would happen to the consumers? Would this change permit a competitor to step into the communications arena with, and hold its own against, Bell Telephone? Would a competitor have an advantage over Bell if the competitor were organized as a corporation?

TEACHER GUIDE WORKSHEET NO. 2

MODULE IV/COMPONENT 3

Try to find a corporate lawyer or accountant to present a short speech, live or on tape, about the intricacies and realities of a legally-constituted corporation. Questions of interest might include: extent of involvement by stockholders, jobs of company officers, relationships with federal, state, and local governments, and corporate tax laws.

CAPITAL

Capital is wealth in the form of either property or money. Every business, large or small, needs capital. There are many ways in which to get the capital that you will need in order to start a business of your own. There are also many different ways in which to use this capital. Below are three descriptions of the basic kinds of capital, and the ways in which these kinds are generally used. Each kind of capital plays an important role in the development of a new business.

1. Start-up Money:

This is the large "lump sum" that you will need in order to get your business on its feet. Start-up money pays your bills until you actually deliver your first product or service to the market. It pays the bills for the first six or seven months of your new operation, and is known as "working capital."

2. Operating Capital:

After you have gotten your business started, you will need to maintain enough capital in the bank to operate your business. Your profits will enable you to keep a fixed amount of cash on hand from month to month. During this stage of development, the early growth and stabilization of your new business will be completed.

3. Secured Lending:

Once your business is firmly established, you might decide to borrow money from a bank so that you can afford to expand your present operation. You might need to update your old equipment or you might want to expand your office. You might even decide to hire some new employees. Your goal will be to increase your production, and a loan can help you to reach that goal.

Lending institutions often lend money to small businesses on the strength of the business' capital. This kind of lending is known as "secured" lending and is sometimes called "collateral" lending. The word collateral means "side by side." For every dollar that the bank lends to your business, you pledge a piece of equipment, a part of your inventory, or some other form of capital. You match

STUDENT WORKSHEET NO. 3

MODULE IV/COMPONENT 3

the bank's cash with a piece of your property that has an equal resale value. Your equipment or inventory becomes "collateral": it is placed side by side with the money that you borrow.

* * * * *

QUESTIONS

1. Do you think that your personal savings would be a good source of capital for "Start-up Money"? ____ Yes ____ No

Would the same personal savings be equally useful as a source for "Secured Lending"? Why, or why not?

2. Do you think that a loan from a bank would be a better source for "Secured Lending" than a loan from a friend would be? Yes ____ No ____ Why, or why not?

3. Do you think that some businesses can afford to update their equipment and hire new employees because of the large profits that they make? Yes ____ No ____.

If yes, why would this be a good way in which to finance a company's growth?

4. If you wanted to start a business of your own, but you didn't have any money to start it with, what would you do? Check all that apply.

STUDENT WORKSHEET NO. 3

MODULE IV/COMPONENT 3

- ___ A. Give up on the idea permanently.
 - ___ B. Start saving money today so that you would have enough money to start the business five years from now?
 - ___ C. Realize that your product or service might be useful to large businesses in your community, and arrange several interviews with the executives of these businesses. Then, during these interviews, make a presentation of your future plans and ask for financial backing.
 - ___ D. Talk over your plans with two or three close friends who might be interested in working with you as partners.
 - ___ E. Borrow the money that you need from a lending institution.
5. As the owner of an eight-month-old business, you are encouraged by the large volume of sales that your business has achieved. Your early success makes you decide to:
- ___ A. Take out a large secured bank loan in order to expand your offices.
 - ___ B. Cautiously maintain your operation in its present state for another year prior to expanding it.
 - ___ C. Add two new products or services to your present operation.
 - ___ D. First, take on a partner who will double your capital. Then modestly expand your operation.
6. You've been in business for two years, and you've built up a reliable clientele. Every month you pick up another major client, and every month your work load increases by five percent. Even though both you and your employees work overtime each week, you can't seem to keep up with the work load. What would you do?

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MODULE IV/COMPONENT 3

- ___ A. You decide to turn down new customers because you like the present size of your operation.
- ___ B. You decide to expand your operation, relocate to a larger office, and take on extra employees to help you handle the work load. You also arrange to get a secured loan from a bank.
- ___ C. You decide to hire new employees who will help you to reduce the individual work load of your present employees. You figure that the salaries of the new people can be paid for by the larger profits you now make.

CAPITAL

OBJECTIVES

This worksheet will help students to:

- . define capital and its function in a small business.
- . describe three types of capital and how these types relate to the three major phases of development through which all businesses pass.
- . identify possible sources for capital.

WORKSHEET PRESENTATION

Ask the students to read the worksheet silently. Then, carefully explain the descriptions of the three kinds of capital. There are various sources for capital, such as:

Personal: Amount is usually limited. Personal loans develop a no credit relationship, but you do retain control.

Partner: You may have needed resources, but the owner gives up some control.

Friends and Relatives: Resources can vary. It would be easier for a new business, if repayment would not need to be made immediately. Friends and relatives would be hard to face if the business failed.

Another Business: It could have resources, but it would be hard to convince. Maybe the other business could become a major customer, but it also might take your idea and develop it.

Bank, or similar lender: They would make sure your business was sound. A bank is not a good source for start-up. Banks give advice and help in other ways, such as suggesting customers.

ANSWERS

Question 1. Personal savings may be the best source of money for start-up costs, providing it is available. Most people cannot afford to lend large amounts of money for "coll-

TEACHER GUIDE WORKSHEET NO. 3

MODULE IV/COMPONENT 3

teral." A bank, or other lender, would want collateral. A person loaning money to his/her own business would not think of needing collateral.

Question 2. Yes. Individuals rarely have large amounts of money. Also, banks are more conservative and would require a business to be well-run and profitable in order to loan funds.

Question 3. Yes. Internal growth is good because it prevents the need to repay large loans and interest payments. Also, growth can be controlled to a manageable level if internal funds are used. Profits have to exist before growth can begin. One avoids expanding an unprofitable business with debt.

Questions
4-6.

Answers may vary widely. You may wish to point out the characteristics of various sources of financing.

ADVERTISING AND MARKETING FOR YOUR OWN BUSINESS

Introduction

If you decide to start a business of your own, remember that success depends on more than just the quality of your product or the value of your services. Your success, in fact, may be determined by some factors that you have never thought about.

Every useful service has a buyer, but how are you going to locate him/her? Every useful product can be sold; but how--and to whom--are you going to sell it? How will you let the public know what you have to offer? Will you start your business in your basement, or will you rent a shop located in a busy shopping mall? Will you depend on word-of-mouth to advertise your business, or will you mail out colorful, well-written advertisements?

If you want to succeed, you will find clear, even creative, answers to these questions. You will, as a result, begin to think about your business in terms of advertising and marketing.

The following worksheet will show you how advertising and marketing can work together to increase your sales.

* * * * *

GERALD'S PLANT FLOP

Gerald owns a small plant shop in a small college town. Last autumn, when the college opened for the year, many freshmen came into Gerald's shop, each one looking for a large and healthy spider plant. Within a few days, Gerald had sold all of the spider plants that he had in stock. When he was unable to supply a spider plant to one student he explained, "I'm sorry, but I'm completely sold out. I never anticipated this demand." The disappointed student frowned. "You should have known," he said, as he walked out of the shop, slamming the door behind him.

Gerald made up his mind to nurture a new and larger crop of spider plants. He set to work on the project at once, so that by the following spring he had five times as many spider plants

STUDENT WORKSHEET NO. 4

MODULE IV/COMPONENT 3

Read the following statements and answer the questions:

Marketing has been defined as the study of "how to sell the right product to the right person in the right place for the right price at the right time."

Advertising has been called both "the dissemination of information" and "the art of persuasion."

Question 8. Was Gerald's sales problem caused principally by poor advertising, or was it caused by bad marketing? _____

Question 9. What could Gerald do, in the future, to avoid this kind of managerial disaster? _____

ADVERTISING AND MARKETING FOR YOUR OWN BUSINESS

OBJECTIVES

This worksheet will help students to:

- . become acquainted with the basic functions of advertising and marketing.
- . define the differences between these functions.
- . determine which of these two disciplines (advertising or marketing) should be employed in a particular situation in order to effectively remedy a particular sales problem.

WORKSHEET PRESENTATION

Ask the students to silently read the introduction and the fictional case study, "Gerald's Plant Flop." Then instruct them to answer the questions. A classroom discussion about the roles that advertising and marketing play in the life of a small business could follow.

Question 1. False
Question 2. Maybe
Question 3. True

These questions should help the students to identify the cause that lies behind Gerald's business problem. The cause, once identified, should help the students to discern the important role that marketing plays in entrepreneurial success.

Question 4. Maybe
Question 5. True
Question 6. True
Question 7. Maybe

This group of questions offers a few possible solutions to Gerald's predicament. The teacher could easily suggest other solutions, bearing in mind that poor marketing is the crux of Gerald's problem.

Questions 8 & 9.

These questions drive home the major idea of the worksheet. They can help the student to understand Gerald's problem and to define the distinct function of marketing.

ACTIVITY DEVELOPMENT

Invite an independent grocer, or the owner of a small retail store, to the class to talk about practical methods of marketing and advertising. The extent to which such entrepreneurs use press releases, advertising

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copy, and marketing techniques may surprise the students. On the other hand, these individuals may not think of their work in terms of marketing. Ask them about their signs, display windows, working hours, and locations. Ask them about the products that they buy, the volume of their sales, and their clientele. These also are aspects of advertising and marketing.

Ask students to create a marketing campaign for their school. Devise an advertising campaign to "sell" it to the public. Where would they advertise? What parts of the school program would they stress? Which people would sell the product best: students, teachers, or parents?

EMPLOYEE/CUSTOMER RELATIONS: SAY IT RIGHT

Introduction

In any successful business, the customer is the center of attention. Whatever product or service is involved, the customer's needs must always come first. So the point of all business strategy must be customer satisfaction. Temporary profits can't keep a business going if people don't come back. And they won't come back if they feel mistreated or abused.

The frontline in customer relations is the employee. His/her attitude and competence--how he/she handles the customer--determine the public image of the business.

The following are a few situations that involve employees and customers. Some of them involve traditional problems. Others involve employees who see problems and who uses their imagination to fix them. Try to pick the response in each of these situations that meets both the customer's need and the responsibilities of the business.

* * * * *

1. Jerry works in a men's clothing store. Mrs. Harumf is returning a pair of denim jeans that she bought for her son. She is angry because the side seam split after one washing. She wants a cash refund, but the store's policy permits only merchandise exchanges.

What should Jerry say?

- ☐ a) "Well, wait a minute. I'll ask my boss, okay?"
- ☐ b) "We're very sorry about this, but the store only permits an exchange of merchandise. If you'll take another pair in exchange, I'm sure a defect in the garment won't occur again. We've never had complaints about that jean before."
- ☐ c) "Look lady. I told you 'no,' so forget it. Either get another pair of the stupid jeans, or take it up with the Supreme Court."

2. Beth Crowther has just started working at a bank as a New Accounts Officer. One of her first customers is a 10-year-

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old boy who wants to open his first savings account. Beth sees how excited the boy is and decides to give him and his mother a quick tour of the bank to show him what happens to his money when it is deposited with the bank. A week later, the Vice President in charge of public relations gets a grateful letter from the boy's mother, explaining how much she appreciated Beth's interest in her son and the time Beth spent with him.

Should the Vice President . . .

- ☐ a) Tell Beth that she should know better than to spend that much time with such a little account? Should he tell her that the next time she decides to leave her desk to be "creative," she'll get fired?
- ☐ b) Congratulate her on her initiative and pleasant attitude toward new customers?
- ☐ c) Publish a bankwide memo stating that no one in the New Accounts division will leave his/her desk except for lunch?

3. Willa Winter works as a receptionist in a suburban professional building. She routes patients for three dentists, and answers all incoming phone calls. Recently, she has felt little excitement and enthusiasm about her work. She has always enjoyed people and she does her best to make them feel at ease while they are waiting for their appointments. But lately, she's been short-tempered for no apparent reason.

Willa decides to improve her attitude by giving herself five points for every smile she gets from incoming patients. At the end of the week, if she has accumulated 50 points, she treats herself to a double chocolate shake at Shilly's Sugar Palace ice cream parlor.

For which of the following responses would you give 5 points to Willa?

- ☐ a) "Oh, don't worry. It'll be over before you know it. My Uncle Waldo had his whole lower jaw removed and didn't notice any pain until the bill came!"

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- b) "Dr. Keaton's office. May I help you? I'm sorry to hear you are so uncomfortable. Perhaps you could come over in two hours. Dr. Keaton is not in his office now, but he'll be back by then. I'll call you back to confirm the appointment."
- c) "I told you before. Just sit down and wait your turn. I can't run in there every five minutes and bother the doctor just for you."
- d) "Oh, now don't cry, little fella. Dr. Keaton is going to make that nasty old toothache stop. He has three invisible elves that climb into your mouth and throw out all the hurt."
- e) "Mandible Professional Building . . . may I help you? No, the doctor has no time open tomorrow... I don't care if you just got three teeth knocked out by a hockey puck. Oh, stop crying. It's only a little pain. Call back next week."

4. Standout is a popular restaurant in downtown Boynton, Iowa. Jamie Cutter has worked the weekend shift there for two years. The pay is fine and her coworkers are great. But one problem for all the waitresses is a rude customer. Too many people come in for coffee and pie, and start throwing their weight around. Jamie sees the morale of everybody starting to go to pieces and decides to fight the problem head on. She gets permission from the boss to start a new promotion for the restaurant, called Customers' Coupons. Every waitress gets one coupon per night to give to the customer of her choice. The friendliest, easiest-to-serve customer gets one complimentary meal for being amiable--courtesy of Standout, "the restaurant with a heart."

If you were working at Standout, which of the customer comments below would you reward with a free meal coupon?

- a) "Hey you, can you send out a search party for the coffee machine so I can get a warm-up over here?"
- b) "Why, little missie, thanks a whole bunch for everything. Best gopher grits I ever did eat!"
- c) "This is the best place in town to get a good meal. Thanks."

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MODULE IV/COMPONENT 3

- d) "Let's make a deal, lady. If you give me your coupon tonight, I won't make up a story about how you spilled chili all over my boots."
- e) "Would you mind fetchin' us a bit more ice for our tea, Miss? We've been on the road all day and we'd sure appreciate a few more cubes."
5. Ezra Brown works in a sporting goods store in a large metropolitan shopping center. The store has pretty good drop-in business, but its budget for advertising and promotion is low. Ezra notices that most of the shoppers carry shopping bags as they walk around the mall. He figures that the store could get some cheap advertising if they bought some cleverly designed bags with a brightly-colored logo to give to their customers with every purchase. Then, with all those people walking around, showing off the store's name on their shopping bags, business might pick up. The management decides to give it a try, on a limited basis.

What would be the most tactful way to check out the success of the plan?

- a) Poll customers at the cashier's desk by asking them if they noticed the bags before coming into the store.
- b) Hire three people to walk around the mall interviewing strangers to see if they like the bags.
- c) Meet every customer at the entrance to the store, asking, "Have you seen our lovely new bags?"
- d) Send a store salesman out on his coffee break to sit on a bench, holding a bag and counting the number of people who glance at it.

EMPLOYEE/CUSTOMER RELATIONS: SAY IT RIGHT

OBJECTIVE

This worksheet will help students to:

- . learn successful strategies for dealing with customers.
- . project the right attitudes when dealing with the public.

WORKSHEET PRESENTATION

Instruct the students to silently read the worksheet and answer the questions in written form. A classroom discussion could follow.

ANSWERS

- Case Study 1 B is the right answer. Answer A puts unneeded strain on your boss. Answer C is extremely rude. Answer B is conciliatory, but strong.
- Case Study 2 B is the right answer. Answer A shows little understanding of the need for customer satisfaction, while C shows an administrative over-reaction, based on inflexibility and insensitivity.
- Case Study 3 A, B, and D are the correct answers. A is the kind of humorous response that can often help to alleviate tension. B is both considerate and sympathetic. D is tailor-made for a child's imagination. C is too abrupt and nasty, while E shows great lack of compassion.
- Case Study 4 Either C or E would be appreciated customer responses. A is abusive, B is humiliating, while D is a simple case of blackmail.
- Case Study 5 A is the correct answer. A achieves the goal of getting the customers' feedback without annoying them. B is too big an expenditure of time and money for such a relatively simple promotion. C is a foolish approach, since it "attacks" the customer before he even gets a chance to browse through the store. D is ridiculous, since it's next to impossible to count verifiable "glances" at the shopping bag; it's not much of a coffee break for your sales representative, either!

ACTIVITY DEVELOPMENT

Work out a "skit" with one of the students in your class. Have him/her enter the room and ask you a simple question. Then start a pre-arranged confrontation. After carrying out this dramatic "improvisation," ask the class if they felt that your argumentative approach did either you or the student any good. Then extrapolate to a business environment, stating that an attitude of confrontation between an employee and a customer is just as counter-productive.

Introduce the "think before you speak" idea. Ask for student anecdotes about situations in which they should have postponed a heated confrontation. Discuss the area of emotion versus reason in exchanging ideas and persuading in personal and professional dialogues.

SMILE TO SMILE

When someone yells at you for no reason, are you more likely to . . .

- a) shout back? or b) smile and talk normally?

If a stranger says "Hello," are you more likely to . . .

- a) say "Hello"? or b) ask him/her for the correct time?

If you are like most people, you answered (a) to both of the above questions. Communication experts describe this behavior as an example of the "norm of reciprocity." The norm of reciprocity says that people have a strong tendency to respond in a similar manner to the way that others treat them.

Below are some employee behaviors and customer responses. Using the norm of reciprocity, match the most probable customer response to each employee's behavior.

EMPLOYEE SAYS:

1. All right, all right, who's next? I don't have all day!
2. Mr. Jones, this plastic clip fits around the pipe like this. It should fix the problem you mentioned.
3. I want to go on break next. 5:30 will never get here. Customers are all the same. I'm really bored.
4. We don't have that size in stock, but if you'd like, I can call our other branches and see if they have it.

CUSTOMER SAYS:

- A. I would really appreciate your making the effort to check. Thank you for being so helpful.
- B. Don't tell me what I can and can't do. I don't like your attitude. I want to speak to the manager.
- C. I didn't realize a gadget like this could solve the problem. I'm glad you know your business well enough to be able to give such valuable advice.
- D. It's about time that I finally got some service. I don't have all day, either!

STUDENT WORKSHEET NO. 6

MODULE IV/COMPONENT 3

5. Wait your turn, mister!
You can't just cut in
line. This guy was here
before you.
6. We only carry the top of
this line, because we feel
that the others aren't a
good deal for the custom-
er. For the slight price
increase, you have all
these extra features.
- E. I can see that the extra
benefits make this model
worth the price. I'm
glad that you have my in-
terests in mind.
- F. You'd think this store
would hire more respon-
sible employees. These
kids don't care about
anything except them-
selves.

SMILE TO SMILE

OBJECTIVES

This worksheet will help students to:

- . identify a behavioral problem that can cause failure in business.
- . Realize how their personal attitudes and manners affect the people around them--bosses, as well as teachers; customers, as well as friends.
- . perceive how improved behavior can lead to a larger measure of success.

WORKSHEET PRESENTATION

Ask the students to silently read the worksheet and to answer the first six questions. The last two questions can be used as springboards to a brief discussion.

ANSWERS

- Question 1. D is the most probable customer response.
- Question 2. C is the most probable customer response.
- Question 3. F is the most probable customer response.
- Question 4. A is the most probable customer response.
- Question 5. B is the most probable customer response.
- Question 6. E is the most probable customer response.

ACTIVITY DEVELOPMENT

Ask the students to take a few minutes on a Saturday afternoon to visit a store that they have never gone to before. The visit might last no more than ten minutes. Each student should browse and then ask an employee for assistance. Upon leaving the store, the student should write down the employee's attitude and note how this particular employee has made him/her feel about the store.

CHECKLIST FOR ENTREPRENEURS

Entrepreneurs are flexible people. They know their products and services extremely well, but they also know how to market their products and how to finance their services. They know how to advertise, organize, sell, and communicate. Entrepreneurs are society's "jugglers." They wear many hats--the hats of the accountant, the manager, the sales representatives, and the buyer. They pay out the salaries, improve the product, re-tool the business. Entrepreneurs have it all and do it all!

Listed below are a number of questions that you might like to ask yourself before you think about starting a business. Which of these questions would you rank as the most important to you?

	<u>Least</u>					<u>Most</u>				
A. What kind of business should I consider starting?	1	2	3	4	5					
B. Is there a need for this business?	1	2	3	4	5					
C. What kinds of people would be most likely to buy my product(s)?	1	2	3	4	5					
D. What will my competition be like?	1	2	3	4	5					
E. Where should I locate my business?	1	2	3	4	5					
F. What kind of facilities should I have?	1	2	3	4	5					
G. How should I market my products?	1	2	3	4	5					
H. How should I advertise my product(s) or service(s)?	1	2	3	4	5					
I. Where will I buy the equipment that I need, and how much will it cost?	1	2	3	4	5					
J. How many employees should I hire?	1	2	3	4	5					
K. What kinds of salaries should I offer to my employees?	1	2	3	4	5					
L. Should I offer credit to my customers?	1	2	3	4	5					

STUDENT WORKSHEET NO. 7

MODULE IV/COMPONENT 3

- | | | | | | |
|--|---|---|---|---|---|
| M. What will my business hours be? | 1 | 2 | 3 | 4 | 5 |
| N. Will this business grow over the years, or will it stay the same? | 1 | 2 | 3 | 4 | 5 |
| O. Do I need a partner? | 1 | 2 | 3 | 4 | 5 |
| P. Will I keep records of any kind? | 1 | 2 | 3 | 4 | 5 |
| Q. Will I need to insure my property against theft and fire? | 1 | 2 | 3 | 4 | 5 |
| R. Where will I get the money that I'll need in order to start the business? | 1 | 2 | 3 | 4 | 5 |

CHECKLIST FOR ENTREPRENEURS

OBJECTIVES

This worksheet will help students to:

- . identify the multiple needs of a small business--the need for employees, facilities, marketing, capital, insurance, and so forth.
- . pragmatically assess their current conceptions of entrepreneurship.
- . systematically establish a new business.

WORKSHEET PRESENTATION

Ask the students to read the worksheet and answer the questions silently. A classroom discussion could follow.

ANSWERS

There are no correct answers to these questions. Answers may vary, but not too widely. Every one of these questions is significant, and the entrepreneur cannot afford to neglect any of them. Although some questions may seem less important than others, each question should be asked.

ACTIVITY DEVELOPMENT

Assign a brief research project to the students. Initiate this project by asking the students to think about a business that they know something about. This might be a business that they, or their parents, work for. After the students have selected a business, instruct them to apply the checklist to this company. In order to adapt the checklist questions to an already existing business, have the students substitute the verb, "to do," for the verb, "should," and substitute the name of the company for the first person pronoun. Other substitutions may also be necessary. This research project will graphically illustrate the value of the checklist questions.

Starting a business often demands a tremendous expenditure of time and personal sacrifice on the part of a budding entrepreneur. Aside from our comprehensive checklist, what personal considerations should he or she be aware of before starting the business? (Examples: absence from family; physical stamina needed for long working hours; emotional stability to overcome setbacks or financial worries.)

JOB CREATION MODULE V

ASSESSMENT

Student Worksheets & Teacher Guides

DIRECTOR

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1982

ASSESSMENT

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Worksheet No. 1. READINESS EVALUATION

Worksheet No. 2. ARE YOU A JOB CREATOR?

Worksheet No. 3. TOPIC FAMILIARITY EVALUATION

OBJECTIVES OF MODULE V

- . to summarize and review the major concepts of Job Creation.
- . to assess students' understanding of Job Creation.
- . to help students to decide if they are ready to become Job Creators.

INTRODUCTION FOR STUDENTS

Few experiences leave us just where they find us. This is particularly true of Job Creation. We hope that you now know yourself, your community, your goals, and your plans just a little better.

We also hope that you now see how creativity can be applied to your day-to-day work. We hope that you'll seriously think about initiating new ideas in your present job, about creating a new job, or about entrepreneurship.

This Module will help you to evaluate your knowledge about Job Creation. It will help you to decide if you are ready to become a Job Creator.

READINESS EVALUATION

Listed below are the three major types of Job Creation: (1) altering your present job; (2) creating a new job; (3) starting a business of your own. Each type is accompanied by a group of statements. Answer each statement "yes" or "no."

Altering Your Present Job

Yes No

- | | | |
|-----|-----|---|
| ___ | ___ | I have written a new job description for my old job. |
| ___ | ___ | I have developed a step-by-step plan for altering my old job. |
| ___ | ___ | I have listed the steps of this plan in chronological order. |
| ___ | ___ | I have found people to take over my old responsibilities. |
| ___ | ___ | I have written a list of benefits that will result from this alteration and submitted the list to the company's management. |
| ___ | ___ | I have written a similar list of ways in which this alteration will benefit my fellow employees. |

Creating a New Job

Yes No

- | | | |
|-----|-----|---|
| ___ | ___ | I have written a job description for the new job that I desire. |
| ___ | ___ | I have volunteered to take over the responsibilities that are associated with the new job. |
| ___ | ___ | I have already assumed responsibility for at least one of the duties associated with the new job. |
| ___ | ___ | I have let others know of my new responsibilities. |

Starting a Business

Yes No

- | | | |
|-----|-----|---|
| ___ | ___ | I can describe my business proposal to other people. |
| ___ | ___ | I have people who can and will support and advise me. |
| ___ | ___ | I can identify the business needs of my community. |

STUDENT WORKSHEET NO. 1

MODULE V

- ___ I can provide adequate information for a bank that
- ___ might make a small business loan to me.
- ___ I have definite ideas about advertising, promotion,
- ___ and publicity for my business.
- ___ I am familiar with all of the laws and regulations
- ___ that will affect my business.
- ___ I have found a location for my business.

READINESS EVALUATION

OBJECTIVES

This worksheet will help students to:

- . evaluate their readiness for Job Creation.
- . identify their strengths and weaknesses as potential Job Creators.
- . review the major issues that they have learned about Job Creation.

WORKSHEET PRESENTATION

Ask the students to silently read the worksheet and answer the questions. A brief review of each major topic could follow.

ANSWERS

There are no correct answers to these questions. Answers will vary widely.

ACTIVITY DEVELOPMENT

Few students will be able to answer "yes" to each of the statements made on the worksheet. Instruct the students to isolate the statements to which they answered "no." Then encourage them to take whatever actions are necessary for them to take in order for them to truthfully answer "yes" to these negative statements.

ARE YOU A JOB CREATOR?

Job Creators are the backbone of American free enterprise. Job Creators invent products and initiate businesses. Henry Ford was a Job Creator; so was Ray Kroc. Job Creators restructure companies, hire employees, pour capital into the economy, and contribute to the gross national product (GNP). Job Creators find new ways of doing things, and new things to do.

But, in spite of America's great need for more Job Creators, Job Creators have always been a minority. Not everyone dares to try something different. Why not consider yourself to be part of this creative minority? In Job Creation, we have challenged you to join this group. We have asked you to call yourself a Job Creator.

Are you a Job Creator? Only you can answer that question. Here's a checklist that may help you to find an answer. Check the statements that accurately describe you.

You are a Job Creator, if ...

1. You can identify and describe all the jobs you've had in the past. _____
2. You can describe what you like about your present job. _____
3. You can climb out of a rut at work. _____
4. You can identify the kinds of work that you like or admire. _____
5. You can identify the skills you have. _____
6. You can look at other people's skills and personalities objectively. _____
7. You can accurately assess your leadership potential. _____
8. You can turn your leadership potential into actual leadership. _____
9. You can describe the types of people and businesses that live and operate in your community. _____

STUDENT WORKSHEET NO. 2

MODULE V

10. You can assess your community's present needs. _____
11. You can predict your community's future needs. _____
12. You can relate your skills to your community's present or future needs. _____
13. You can write a "skills resume." _____
14. You can use the "help wanted" section of the daily newspaper as a research tool. _____
15. You know how to turn wishes and daydreams into general goals. _____
16. You can describe what you'd like to be doing ten years from now. _____
17. You can turn general goals into specific goals. _____
18. You can develop career goals from your present skills. _____
19. You can accurately and honestly evaluate your own attitudes about yourself, your career goals, and about your future. _____
20. You can develop practical time goals. _____
21. You know how to devise a plan for reaching a specific goal. _____
22. You can overcome a problem that might prevent you from reaching your goal. _____
23. You can identify people who can help you to make realistic plans. _____
24. You know how to plan and organize your own business by:
 - (1) identifying your product or service _____
 - (2) determining the type of organization that would best promote your product or service _____
 - (3) deciding how to manage your business's money _____

STUDENT WORKSHEET NO. 2

MODULE V

- (4) deciding how to market your product or service _____
- 25. You can describe the three basic types of business organization:
 - (1) sole proprietorship _____
 - (2) partnership _____
 - (3) corporation _____
- 26. You can describe the three basic types of capital:
 - (1) start-up money _____
 - (2) operating capital _____
 - (3) secured (collateral) lending _____
- 27. You know how to communicate with other people in order to get what you want. _____
- 28. You are willing to take risks. _____
- 29. You see yourself as an inventor. _____
- 30. You know the difference between advertising and marketing. _____
- 31. You realize how important advertising and marketing are to all three phases of Job Creation--to starting a business of your own, to initiating new ideas in your present job, and to initiating a new job in the company where you now work. _____
- 32. You can describe the importance of credit and collection methods. _____
- 33. You realize the importance of good employee/customer relations to the success of the entrepreneur. _____
- 34. You can maintain a positive, productive attitude, even in the face of harsh criticism. _____
- 35. You know how to "take the right tack." _____

ARE YOU A JOB CREATOR?

OBJECTIVES

This worksheet will help students to:

- . evaluate the amount of knowledge that they have learned about Job Creation.
- . quickly review the major ideas talked about in MODULES I through IV.
- . pinpoint their strengths and weaknesses as potential Job Creators.

WORKSHEET PRESENTATION

Ask the students to read the worksheet silently and to check off the statements that most accurately describe their present positions.

Before handing out the worksheet, you might like to talk about the large part that entrepreneurship and innovation play in the affluence of modern society.

ANSWERS

- Statements 1-5: These statements are based on the worksheets found in MODULE I/COMPONENT 1.
- Statements 6-8: These statements are based on MODULE I/COMPONENT 2.
- Statements 9-11: These statements are based on MODULE II/COMPONENT 1.
- Statements 12-14: These statements are based on MODULE II/COMPONENT 2.
- Statements 15-20: These statements are based on MODULE III/COMPONENT 1.
- Statements 21-23: These statements are based on MODULE III/COMPONENT 2.
- Statements 24-35: These statements are based on MODULE IV.

ACTIVITY DEVELOPMENT

After the students have completed this worksheet, you might like to encourage them to pinpoint their weaknesses as Job Creators--the weaknesses that are identified by every statement that the students could not mark with a check. Then ask the students to eliminate these weaknesses by reviewing their worksheets.

TOPIC FAMILIARITY EVALUATION

Choose one of the following three topics: "altering your present job"; "creating a new job"; or "starting a business." Choose whichever topic most accurately describes your present work situation. Then answer all of the questions that relate to this particular topic.

Altering Your Present Job

Before deciding to alter your present job, you might like to consider each of the following topics. How will these topics influence your decision or affect your ability to successfully alter your present job? Explain.

1. Your co-workers' attitudes.
2. Union rules.
3. Current work/time schedules.
4. Management attitudes.
5. Current salaries and benefits.

Creating a New Job

Before attempting to create a new job, you might like to consider each of the following topics. How will these topics influence or affect your attempts to create a new job? Explain.

1. Your fellow workers' attitudes.
2. Union rules.
3. Current work/time schedules.
4. Management attitudes.
5. Current salaries and benefits.

Starting a New Business

Before attempting to start a business of your own, you ought to consider each of the following topics. How will these topics influence or affect your attempts? Explain.

STUDENT WORKSHEET NO. 3

MODULE V

1. Promotion and marketing.
2. Employee regulations.
3. IRS requirements.
4. Pricing.
5. Possible competition.

TOPIC FAMILIARITY EVALUATION

OBJECTIVES

This worksheet will help students to:

- . assess their familiarity with the three essential topics of Job Creation.
- . ponder several important sub-topics that will influence their success as Job Creators.

WORKSHEET PRESENTATION

Ask the students to silently read the worksheet and answer one of the three sets of questions. Three separate topical discussions could follow.

ANSWERS

There are no correct answers to these questions. Answers will vary widely.

ACTIVITY DEVELOPMENT

Instruct the students to consider the two topical headings that they avoided while they were completing the worksheet. Ask them to answer the two remaining sets of questions in written form. Another round of discussions could follow.

JOB CREATION MODULE VI

Eleven Songs and Worksheets/Teacher Guides

DIRECTOR

Joan Franklin Smutny

STAFF

**Doug Day
Rebecca Shepherd**

1982

Audio Cassette and Worksheets/Teacher Guides

Purpose and use:

The design of this singular activity of Job Creation is to offer a creative support to the five modules of materials through music and accompanying worksheets/teacher guides. Each of the eleven songs supports and furthers some of the major priorities of Job Creation materials as a creative, original component of the total learning experience. It is creativity in action, originality in expression through music!

The teacher may wish to play each song, then follow each one with the worksheet designed to support the ideas of the song and to ask the student to examine further the inferences and implications that the song offers to the listener. Students are asked to perceive their own feelings and motivations concerning work, as well as to discern new possibilities for new paths and future job exploration. Growth in attitudes and in self-examination as related to Job Creation priorities is an inherent part of this music component.

The first side of the cassette includes the following six songs:

1. It's All In You
2. Blackbelt of the Highway
3. Find Your Own Street
4. A Woman Like Me
5. Changin' Times
6. Reach for the Sky

The second side includes the following five songs:

1. Backbone of the Nation
2. It Ain't So Bad To Be In It for the Money
3. My Own Boss Now
4. Dreamwork - Follow Your Dream
5. Did I Give It All I've Got?

The songs do not specifically match the five modules, but rather offer a continuum of creative support to the whole of Job Creation. The total audio cassette is 37 minutes of listening time--side 1:26 minutes; side 2: 11 minutes.

Perspective

Each song has been written by a professional composer and is performed by professional players and soloists. The variety of musical styles--folk, rock, country western, popular--can correlate well with student interest, taste and preference. Not all songs may appeal to all students, but the creative treatment can stimulate student receptivity, questioning, and responsiveness through discussion or writing. Songs can be played more than once and worksheets can be used by the teacher as well as be passed out to students. Each song is introduced by a male or female moderator who sets the tone in one or more sentences. Worksheets are deliberately brief so as not to detract from the original appeal of the music itself. Many more possibilities can emerge than those which are indicated on the worksheets.

It is hoped that the students will enjoy this part of the Job Creation materials. Hundreds of students who field-tested the audio cassette have affirmed its value; an honest, frank, open discussion of ideas is often the result of responding to the music. The concepts of planning, of challenges to be faced, of male and female roles, of skills needed and to be gained, of present life expression and future expansiveness, are all part of this ingredient of using music to communicate ideas creatively and originally. The music, though focusing on the attitudes and values as a natural part of Job Creation materials, has also specific substance of insights to be thought about, and evaluated. The sixth module is a kind of creative thinking experience to accompany the critical thinking strategies and learning techniques of Job Creation.

MUSIC CREDITS

Musicians who participated in making the Job Creation audio cassette:

John Andruss	-Banjo, vocals
R. Park Borchert	-Flute
Thomas Cloud	-Vocals
Doug Day	-Guitar, vocals
Lee Gatlin	-Bass, vocals
Steve Eisen	-Flute
Jim Hines	-Drums
Howard Levy	-Piano, organ, harmonica, saxophone, percussion
Carol Ann North	-Vocals
Stevie Robinson	-Guitar, vocals
Rebecca Shepherd	-Vocals
Mark Sparks	-Drums, vocals
Jeff Thomas	-Drums
Collins Trier	-Bass, hammered dulcimer, vocals
Craig Williams	-Guitar

All of the songs (lyrics and music) for the Job Creation Project were composed and arranged by Rebecca Shepherd and Doug Day, with the exception of "It's All In You," which was written by Stevie Robinson. All songs are copyrighted through Library of Congress. Scott and Rebecca Shepherd are moderators to introduce each song.

Songs were recorded at Dr. Caw Recording Studios, Glenview, Illinois. Craig Williams - Recording Engineer.

Side 1
Band 1

Song Title--"It's All In You"

Verse 1. There are many things to see
 as you walk down the narrow path of life.
 So many roads to choose and
 so many ways to lose the fight.
 But working hard can be the difference between
 what you are and what you want to be.
 Keep your mind on what you want to do
 and make your dreams become reality.

Chorus: It's all in you, whatever you want to do.
 Just take the time to examine your mind.
 It's all in you, whatever you want to do.
 Look straight ahead--you cannot be misled.

Verse 2. Obstacles may lie ahead
 and every day the sun won't shine for you.
 But all these things are merely
 just a test to see if what you want is true.
 Always keep your goals in sight
 and you can make it work out right for you.
 Start believing in yourself
 "Cause that is something no one else can do."

Repeat Chorus.

Worksheet/Teacher Guide for song entitled "It's All In You" on cassette.

Everyone has the capacity to make choices, if you believe in yourself; if you have confidence in yourself. "It's all in you!"

Questions for discussion:

1. Have any of the students faced challenges of choice, and especially job choices?
2. "It's All In You" encourages the student to "look straight ahead--you cannot be misled." What is meant by this phrase? Are there any examples of looking straight ahead in the student's own experiences?
3. How does the writer of this song feel about obstacles and the opportunity to overcome them?
4. People often have a tendency to blame others for the obstacles confronting them. Have you ever blamed others for failure?

Song Title--"Blackbelt of the Highway"

Verse 1. My father, and his before, moving quiet in the store.
Cans on the walls of a shiny room, garden hoses, sweeping brooms.

Now he wants the same for me, to keep it in the family.
But see the way I got to choose, to get some room to run these blues.

I'll take the blackbelt of the highway
I'll take the long road and run her down
I'll get a big ring with a diesel
and roll on out of town--gonna drive her out of town.

Verse 2. I don't know if I've ever seen/the kind of man I hope to be
I need originality/can't see anyone over me.

If you push you'll die before your time; But I swear I'll die unless
I try to live beyond what others think/Don't push me now, I'm on the brink - - -

I'm a dreamer, not a sleeper
I got the world inside of me
I need the long lines of the highway
to set my spirit free . . . gonna run it high and free.

Verse 3. I see beyond my starting place/ I've seen the earth from outer space.
Men were walking on the moon/when I was five . . . I'm twenty soon.

It's a sin to never stray/beyond the safer yesterday
that's my sermon, there's the sun/here I come, I've just begun . .

To take the blackbelt of the highway
I've got the world inside of me
And I'm free to be my own man
That's the only man to be . . . to run my spirit free.

I'll take the blackbelt of the highway
I've got the world inside of me
And I'm free to be my own man
That's the only man to be . . . to run your spirit free.

Worksheet/Teacher Guide for song entitled "Blackbelt of the Highway" on cassette.

This song emphasizes doing your own thing-- "calling the shots as you see them." The singer is almost rebellious in his desire to do his own thing--to not follow in his father's or mother's footsteps.

Questions for discussion:

1. What is the singer of "Blackbelt" rebelling against? What particular job? What way of thinking?
2. What job does he think will satisfy his needs?
3. What is his new motto? How and why did he get to that point of insight?
4. What are some of the advantages and disadvantages of doing the same type of work your parents did?
5. Have you ever gone against your family's plans or opinions about what you should or should not be doing? Did you feel you made the right decision?

Song Title--"Find Your Own Street"

I did a good job up in the North Country
I got in the hay ahead of the snow
I loved a girl who opened her heart to me
She spoke softly and she laughed low.

But I couldn't stay
Something inside of me
Troubled my night slumbering
I couldn't stay
Hearing that melody --
Move on to find your own street.

I had a big spread out in the West Country
I never wanted for wine or for meat
I had a log house, mountains and valleys
Stretched on before me to see.

But I couldn't stay
The same song inside of me
Made it too loud for my sleep.
I couldn't stay
The strange haunting melody--
Move on to find your own street.

But I've walked a good part of the wide and the world
And I sailed on her oceans and seas
Where in the world is the hearth called a home for me?
Where in the world is my street?

I might have walked on
Evermore wondering
Tired and hungry, forgotten and beat
But up in the hills
The loud sound was hush. I heard
"All the world is your street."

The loud sound was hush
The silence inside me was
Like all the seeds on the wind
The loud sound was hush
I knew that I knew that
My street is the world .. is within.

So I'm goin' back
In this quiet I see

No longer to wander and weep.
I'm going back
I'll ask her to join me in
Peaceful, but not human sleep.

Copyright 1981, Douglas Day & Rebecca Shepherd

Worksheet/Teacher Guide for song entitled "Find Your Own Street" on cassette.

In this song, a young man struggles with the challenge of having had many jobs and now outgrowing them all. Something compels him to move on to "find his own street," or where he fits in. But where he "fits in" in one year is not necessarily where he "fits in" in the next. Change is necessary, especially when a loved one is left behind, as in this case, a girl friend.

Note that the last line of this song, "I'll ask her to join me in peaceful but not human sleep," is inspired by Robert Frost's poem entitled, "After Apple-Picking." The poet says,

"Of apple-picking: I am overtired
Of the great harvest I myself desired."

Frost closed his poem with,

"One can see what will trouble
This sleep of mine, whatever sleep it is.
Were he not gone,
The woodchuck could say whether it's like his
Long sleep, as I described its coming on,
Or just some human sleep."

An individual can be "overtired" of a job that at one point was a great idea, a progressive step. It can be discouraging to think of jobs as stepping-stones; in some cases a job is an activity to be outgrown.

Working in a job that is not stimulating and rewarding is like sleeping through life, not resting (like the woodchuck's hibernation), but tuning out on life. "Just some human sleep," can even seem to be like a stupor. The singer doesn't want this. He desires to go forward.

The young man decides that his job can change, but as long as he is confident enough of himself and his talents he can include another person, his girl friend, in his life.

Questions for discussion:

1. What realization does the young man finally make about "his own street?"
2. What prompted his major realization? How does he feel at the end of the song?
3. Have you ever felt alien, as if you couldn't "find your street?" What made you feel at home? Friends? An activity? A job?

Song Title--"A Woman Like Me"

Where can I go, what can I do?
I'm lonely inside, there's nowhere to hide
And there's no one to blame;
"Ms." is a frightening name
for a woman like me.

This is all that I am, this is all I can be
I laid dreams aside, my family's my pride
I cradled and praised
Now it's all over and gone
for a woman like me.

But how can I start all over again?
How can I believe that I can begin again ..
a woman like me.

I know how to cook, I know how to cope
I know how to comfort one lost and alone
But the mother in me
It doesn't sell like a degree
for a woman like me.

Oh, how can I start all over again?
How can I believe that I can begin again . . .
a woman like me?

I've not got the paper, but I've got the stuff
You know a woman learns quite enough
to handle the scene
to work close to people who need
a woman like me.

I'm gonna go right in, I'm going to say,
Boss, you don't need a girl, you need a woman,
a woman like me.
World, do you know what you really need, you need a woman,
a woman like me . . . a woman like me.

Worksheet/Teacher Guide for song entitled "A Woman Like Me" on cassette.

This song is about the challenges facing a woman who finds it necessary to return to the work force after raising a family.

Questions for discussion:

1. Do you think this individual will make it in the work force? Why? Why not?
2. What does this woman see as the specific advantages or disadvantages in returning to the work force now that she is older?
3. Have you known any individuals who have left the work force and then later returned?
4. Do you think these individuals will face similar kinds of challenges?
5. Would a man ever encounter a similar situation? When?
6. How do you think a woman might fare in comparison to a man in such a situation? Why?
7. Do you know of individuals who may have a college degree but not the personal skills and techniques to be effective in work and specific jobs?

Song Title--"Changin' Times"

Verse: I was born a modern maid
So I'm working at a trade
trying to hold my own against inflation and low pay.
I work because I must
to pay the rent and buy my crust.
The bread I've got, but the roses seem so far away.

Chorus: Changin' times, changin' times.
A modern maid must work in changin' times.
Changin' times, changin' times.
It's bread and roses both for me,
in changin' times.

Verse: I'm thinking about my rights
and I see I've got to fight
not the men or the bosses or the times in which I'm raised.
If the law is on my side
then all it takes is pride.
I deserve my roses, just as I deserve my raise.

Chorus: Changin' times, changin' times
Equal pay for equal work, in changin' times.
Changin' times, changin' times.
Then it's bread and roses both for me
in changin' times.

Verse: Now I'm foreman at the mill
it more than pays the bill
and I've earned the admiration of the men out on the line.
I fought my fear and won.
My upward march has just begun.
Their respect for me is roses, and the battle fades behind.

Chorus: Changin' times, changin' times.
Proud to be a maid in changin' times.
It's bread and roses both for me
in changin' times.

Chorus: Changin' times, changin' times.
Glad to be alive in changin' times
Changin' times, changin' times.
It's bread and roses both for me
in changin' times.

Worksheet/Teacher Guide for song entitled "Changin' Times" on cassette.

The words, "bread and roses," were taken from an American folksong at the turn of the century. The song was written for a factory strike in New England at that time. The women were paid so little that all they could afford was enough bread for their families. Their slogan became: "We deserve roses as well as bread."

Questions for discussion:

1. What is meant by the phrase, "It's bread and roses both for me?"
2. The singer has worked her way up to "foreman at the mill." On what basis has she done that? What reasons does she give?
3. What is meant by the phrase, "If the law is on my side, then all it takes is pride?"
4. How does an individual decide the value and work of a job, an activity? Are you familiar with wages in Illinois? Contrast \$30.00 a day for some work with \$50.00 an hour for another kind of work. On what basis does a person get a raise?
5. One phrase in the song is "equal pay for equal work." Do the students feel there are any circumstances that this phrase does not apply to? What might these be?
6. How does a male student feel about a woman for a boss, and vice versa? Are there any evidences of male and female discrimination in the experiences of students?

Song Title--"Reach for the Sky"

Every star in the night, every star in the night,
Every star in the night, every star in the night,
Every star in the night, every star in the night.

I'm starting to see
All the things I can be
I'm starting to know
Just how far I can go.

That old "someday when"
is now, rather than then.
It's coming clearer to me that
Now's whenever you see . . .

To Go
Fly
Try
To reach for the sky.

I've listened too long . . . much too long
"You better watch your step, Son."
I thought it wise, safe and good . . . safe and good
To toe the line like I should.

But the only "should" that's for real
Is the "should" my own soul can feel
And the "could" that says: I Can Do
Comes when you start thinking for you!

And you go
Fly
Try
To reach for the sky.

Continued on next page.

Chorus switches lines with singer:

Chorus: What's the risk?
Singer: Maybe I'll miss.
Chorus: What's the loss?
Singer: Crossin' my boss.
Chorus: Where will you go?
Singer: Don't need to know.
Chorus: What's the pay?
Singer: Enough for the day.
Chorus: Aren't you afraid?
Singer: That my vision will
fade.
Chorus: Then what'll you do?
Singer: Try something new.
Chorus: Start over again?
Singer: And again, and again,
and again, and again,
and again, and again!

Chorus: What do you need from
the start?
Singer: SOUL and BODY and
HEART.
Chorus: Do you think you can
win?
Singer: I know I've got to
begin.
Chorus: Are you free? Can you
choose?
Singer: What have I got to
lose?
Chorus: What gives you the
right?
Singer: Every star in the
night!
Chorus: Then Go! Fly. Try.
To reach for the sky!

(Chorus is repeated twice.)
Every star in the night.
Every star in the night.
Every star in the night.
Every star in the night.
Every star in the night.
Every star in the night.

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Worksheet/Teacher Guide for song entitled "Reach for the Sky," on cassette.

The writer is obviously reaching out to something better, to an idea, and to a goal expressed in the phrase "Reach for the Sky," and "Every star in the night."

Questions for discussion:

1. What is meant by the phrase, "to toe the line"? Have any of the students felt they were "toeing the line" in their own experiences?
2. Give some examples of "Reaching for the Sky" and of "Every star in the night."
3. The song emphasizes starting over and trying something different. What are the risks of that approach when looking for another job or starting a new business?
4. Do the students know of individuals who have started over again, either in starting a new business, or a new job in a company?

Song Title--"Backbone of the Nation"

Chorus: I work in the city, I work in the fields
find fruit in my labor, I work 'til it yields.
I work with my hands, my head and my heart.
I give to this world and shoulder my part.

Verse 1. I've worked for the boss and I've worked nine-to-five.
I've dug in the deep earth and come out alive.
I've carried a union card, and walked down the line.
I've sweated and labored to earn what is mine.

Verse 2. I've poured new ideas into outmoded roles.
I've worked in the system to fashion fresh goals.
I've worked for myself when that was the way
to make this world hear just what I had to say.

Chorus: I work in the city, I work in the fields
find fruit in my labor, I work 'til it yields.
I work with my hands, my head and my heart.
I give to this world and shoulder my part.

Verse 3. I've worn a white collar and boasted the blue.
I've mastered the old ways, invented the new.
Inflation, depression, recession and boom
I've kept the wheels turning, brought light to the gloom.

Verse 4. I'm the American worker, the forger of dreams.
the builder of bridges, the schemer of schemes.
Backbone of the nation, I shape a new earth.
as each worker's vision brings a grander new birth.

Worksheet/Teacher Guide for song entitled "Backbone of the Nation" on cassette.

The title of this song implies that a country's strength lies in the productivity of its people. On a smaller scale, an individual's strength and character are based, to a great extent, on what she or he does.

People can choose to work in a variety of settings, in highly diversified jobs, ranging from blue to white collar workers, working for another, to the entrepreneur working for himself/herself.

Questions for discussion:

1. How many types of jobs can students identify in this song?
2. How many different settings for these jobs are there, or could there be?
3. Is it important to have a variety of jobs to choose from?
4. What does the phrase, "I'm the American worker, the forger of dreams," mean to the students?

Song Title--"It Ain't So Bad To Be In It for the Money"

Verse 1. You hear what they say and you think they mean well;
 they've seen the depression like the gates of hell.
 But it don't ring true that we die for our bread,
 and step on another just to be fed.

 I hear a song like a silver bell,
 like the cool, cool water from the deep of the well.
 It rings and it echoes sweet and clear
 for every mother's son with ears to hear:

Chorus: It ain't so bad to be in it for the money
 It ain't so bad to be in it for the gold.
 It ain't so bad if you find when you get there
 You've still got the mortgage and the deed to your soul.

 Money and riches, fortune and fame
 You gotta have your soul or you're standing in the rain.
 All of the jewels from a diamond mine
 won't buy a peace in a troubled time.

Verse 2. I can imagine a life in line
 with all the things that'll let you shine;
 work that shows in the day's design
 and rest you've earned come the evening time.

 I see a world that dares to raise
 sail through the open air.
 Free to run on before the wind
 and find a harbor there.

Chorus: It ain't so bad to be in it for the money
 It ain't so bad to be in it for the gold
 It ain't so bad if you find when you get there
 You've still got the mortgage and the deed to your soul.

 Money and riches, fortune and fame
 You gotta have your soul or you're standing in the rain.
 All of the jewels from a diamond mine
 won't buy a peace in a troubled time.

Repeat chorus.

Worksheet/Teacher Guide for song entitled "It Ain't So Bad To Be In It for the Money" on cassette.

Here is a song on the theme of money. Listen carefully and see if you can follow how the singer's point of view develops in looking at money, its place, and its value.

Questions for discussion:

1. What is the viewpoint of this song on the theme of money?
2. What are the four most important things students want out of a job? Is money, any amount, one of the top four?
3. What does the line, "You've still got the mortgage and the deed to your soul," mean?
4. Have the students ever had a job whose only reward was monetary? How did they feel about it? How long did they stay in that job?
5. Do students believe that the experience of the Great Depression of 1929, and after, changed people's reasons for working? Are there any differences in motivation for working between parents and students; between grandparents and students? Friends? Others?
6. Will a depression affect our attitude toward money?

Song Title--"My Own Boss Now"

Verse 1: Last year at this time I was working on the line.
I checked out at five, but I punched in at nine.
Same old thing--day after day.
If I don't wanta die like this, I've got to get away.

Chorus: I've got to be free; to do something for me
To build a world as I choose it.
Got to leave here or lose it all
Got to be my own boss now.

Verse 2: My boss was a rock, and a hard place my crew.
Felt like I was squeezed from my hard hat to my shoes.
But then I had an idea--one I'd had before
and with just the slightest touch of flair
I walked on out the door.

Chorus: Now I'm going to be free. To do something for me.
To do the work I have chosen
Love my life as it flows in me.
Going to be my own boss now.

Verse 3: I was out on the street, with nothin' but my heart,
My hands and my back, but I was gettin' real smart--
'Cause I'm a woman, I'm a welder
I put hard things together, I weld
my dream to my labor
It's work I can savor
I'm workin' and singin' out loud,
'Cause I'm my own boss now.

Worksheet/Teacher Guide for song entitled "My Own Boss Now" on cassette.

The writer of this song has been working as a welder on the line, and decides she has had enough. She now wants to be her own boss; she'd like to be an entrepreneur.

Questions for discussion:

1. What kind of job did the writer of this song have? How did she feel about it? Why did she walk out the door?
2. Why does the writer like being her own boss? Do you think she's going to stay her own boss?
3. Have any of the students ever walked out on a job? How did they feel about the experience? Were they able to go through the experience easily?
4. Do students admire the singer for walking out? Why? Why not?
5. Today, what other non-traditional jobs for men and women do people enter?

Song Title -- "Dreamwork--Follow Your Dream"

Verse 1: I don't need to see "all things new"
I can handle the smaller blues
Don't need to see my enemy
Blasted on the raging sea.

Verse 2: Don't need a coat without a seam
I don't care if my milk won't cream
But when the subtle darkness screams
I got to hang on to my dream.

Chorus: I gotta follow my dream
Gotta follow my dream
Gotta follow my dream
Lord, you follow your dream.

Verse 3: Imagine where we might have been
If no one'd ever given in.
Imagine, can you see the day
When every child learns to say:
"I'm gonna be an astronaut
Get right up there and close to God."
Imagine, can you see the day
When every tired adult says:

Chorus: I gotta follow my dream
Lord, I follow my dream
Gotta follow my dream
Lord, I follow my dream.

(Chorus is repeated.)

Verse 4: There comes a dawn when modern man
Yearns to hear a modern hymn
When mornin' bells ring happiness
When new songs sing, "On Earth, Peace"
When Spaceship Earth goes traveling
Beyond its schemes and widest dreams
Further than we'll ever know
Pure as thought, we think, we go . .

Chorus: When we follow our dream
When we follow our dream
Gotta follow my dream
Lord, we follow our dream

Gotta follow my dream
Gotta follow my dream
Gotta follow my dream
Lord, You follow your dream.

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Worksheet/Teacher Guide for song entitled "Dreamwork-Follow Your Dream" on cassette.

Dreams are necessary before the practical footsteps can be made to channel dreams into goals . . and jobs. It is often hard for people to do what they love to do and get paid for it, but it's certainly worth a try!

Questions for discussion:

1. What are the "job dreams" of the students? Are dreams short or long range?
2. How do students turn dreams into practical goals?
3. What kind of world would we live in if everyone followed dreams? Chaos? Anarchy? People tuned in to living and working at jobs that make for fulfilling careers?

Song Title--"Did I Give It All I've Got?"

Did I give it all I've got?
Did I make the world a better place
or will I turn around and face a lonely room
all my labor forgotten soon
a wasted lot?

Did my labor hit the mark?
Did I make the job a part of me?
Will my children look around and see the work I've done
Standing proud under the sun . . .
or is it dark?

Love is what I'm after, loving the work that I do.
Love is all that really, really matters,
And the money to carry me through to another day.

Will my heart respect me still?
The work I've done lives after me
Like children calling hauntingly down the past
Always seeming to ask:
Did I give it all I've got?
Did I give it all I've got?

Worksheet/Teacher Guide for song entitled "Did I Give It All I've Got?" on cassette.

The singer of this song obviously wants to give as much as possible of herself to others. She would like to make the world a better place. She needs to feel her contribution has made a difference; that there is something that remains after the work is done.

Questions for discussion:

1. Some people believe that pride in one's work is an old-fashioned concept. What do you think?
2. How can work be personalized? Is it important to do so?
3. What is meant by ". . . love is what I'm after,
Loving the work that I do?"
4. Why do you think that the writer mentions:

"Love is all that really matters
And the money to carry me through?"

5. Does work not done well ever come back to haunt people? How can that feeling be dealt with?

CONCLUSION

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JOB CREATION: CREATIVE MATERIALS, ACTIVITIES & STRATEGIES FOR THE CLASSROOM reflects insights and perspectives of hundreds of students and their teachers, as well as consultants and staff. Assessment by these individuals has helped to develop and implement creative materials that have a story to tell to high school students, their teachers, and others interested in this significant area.

Initial research through questionnaires sent to high school teachers in Illinois indicated that little was known or said about Job Creation, and that there was a desire to see such materials developed for students. The Director and staff are convinced of the need for utilizing Job Creation concepts and components in the classroom and in various learning settings. The materials have as an intent to motivate, inform, communicate, and provide avenues for student growth, development, and evaluation.

Job Creation philosophy and practical expression are needed in vocational and career education. The strategies of critical and creative thinking, decision-making, investigation, practical acquiring of information, and thoughtful response to realistic mini-biographies and case histories can effect a classroom learning climate that is original, and supportive of a mutuality of teacher and student growth, communication, and participation.